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ABSTRACT

This publication presents profiles of the 29 councils currently participating in the Work-Education Consortium. (These councils address the issue of youth's transition from education to employment and work in a collaborative manner involving community people representing education, business and industry, government, social services, labor, professions, parents, and youth.) Each profile contains any or all of the following information: (1) names, addresses, and telephone numbers of director and chairperson; (2) community characteristics (locations, size, demography, economic base and outlook, major employers, education institutions); (3) council characteristics (population served; development; organizational and leadership structure; goals and objectives; current activities; accomplishments, contributions, and impact); and (4) local linkages and supporting institutions. A listing of the council membership is also provided. Councils profiled here are located in Augusta, Georgia; Bayamon, Puerto Rico; Bethel, Maine; Bridgeport, Connecticut; Buffalo, New York; California; Charleston, South Carolina; Chicago Heights, Illinois; Enfield, Connecticut; Erie, Pennsylvania; Fairbanks, Alaska; Gratiot County, Michigan; Jamestown, New York; Lexington, Kentucky; Martin County, North Carolina; Mesa, Arizona; New Jersey; New York, New York; Oakland, California; Peoria-Pekin Area, Illinois; Philadephia, Pennsylvania; Portland, Oregon; Santa Barbara, California; Seattle, Washington; Sioux Falls, South Dakota; St. Albans, Vermont; Wayne County, Michigan; Wheeling, West Virginia; Worchester, Massachusetts. (YLB)

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Work-Education Councils: Profiles of Collaborative Efforts

COMPILED AND EDITED BY
LOIS RUDICK

1979

$8.50

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE WORK-EDUCATION CONSORTIUM

The Work-Education Consortium is a collaborative of communities working to assist youth in their transition from school to work. In Consortium communities, various combinations of educators, business people, union members, employment and training agency representatives, local government officials, service agency representatives, parents, and youth *participate* through councils in smoothing the transition from school to work. The councils represent a diversity of characteristics and a variety of approaches to resolving youth transition problems. Each is trying innovative methods of relating education and work; collectively they have expertise and experience that can provide models for others.

The Center for Education and Work at the National Manpower Institute serves the Consortium by providing technical assistance and by facilitating access to technical and funding resources. The Consortium is funded by the U.S. Department of Labor and operates in consultation with representatives from the Departments of Labor, HEW, and Commerce.

The Consortium project represents a significant departure from traditional patterns of federal government/local community interaction. This project, and several of the concepts being tested through it (collaboration, community education-work councils, the use of an intermediary organization), are described in publications available from the Center for Education and Work.

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FOREWORD

Work-Education Consortium councils, located in 20 states and in Puerto Rico, represent statewide, urban, suburban, and rural communities. Because each community has its own set of concerns and resources, each council's structure is a unique response to a particular set of circumstances. However, two elements are basic to the concept and definition of work-education councils:

- they all address the issue of youth's transition from education to employment; and
- they all work in a collaborative manner involving community people representing education, business and industry, government, social services, labor, professions, parents, and youth.

These profiles update the 1977 publication, Work-Education Councils: Profiles of 21 Collaborative Efforts, published during the councils' first year of Department of Labor funding. The 29 councils currently participating in the Work-Education Consortium are in their third year of DOL support.

The profiles describe how the councils developed; how they are organized; how their leadership is structured; and their goals, objectives, and current activities. Characteristics of the communities in which the work-education councils are located provide a perspective for council activities. For further information on the councils referenced here, write or call either the council contact person, or staff of the Center for Education and Work, National Manpower Institute, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036, (202) 466-4420.

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June 1979

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AUGUSTA, GEORGIA
CENTER FOR THE STUDY OF PRIVATE ENTERPRISE
BUSINESS—EDUCATION LIAISON PROGRAM (BEL)

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COMMUNITY CHARACTERISTICS

Location and Size

Augusta is located on the east central border of Georgia in what is known as the Central Savannah River Area which comprises thirteen counties in Georgia and seven contiguous counties across the Savannah River in South Carolina. The population of Augusta in 1976 was approximately 60,000; the population of the Central Savannah River Area was about 313,700.

Economic Base and Outlook

The Central Savannah River Area is highly industrialized and relies heavily on textile manufacturing. In recent years there has been substantial industrial growth, with diversified, large national manufacturing firms being established in the region. Other major developments that indicate a substantial economic growth include the development of Augusta as a port city, the expansion of airport facilities, the growth of a major recreational area at Clark Hill, and generally improved transportation facilities serving the region.

Education Institutions

The student population in elementary and secondary schools in the greater Augusta area totals over 39,000 with a faculty of 2,058. Augusta and Paine Colleges have a combined enrollment of 4,622, with an additional 2,700 students participating in programs at the Augusta Area Technical School.

Augusta has emerged as one of the major medical centers of the Southeast. Major medical and research facilities include the Medical College of Georgia; Talmadge Memorial Hospital, a massive veterans hospital; and the General Hospital at Fort Gordon, Georgia.

COUNCIL CHARACTERISTICS

Population Served

The Augusta Metro of the National Alliance of Business covers a seventeen-county area. Although the Business-Education Liaison (BEL) Program draws resources from a wide area, pilot programs are concentrated in Richmond and Columbia Counties.

The Center for the Study of Private Enterprise, located in Augusta, is designed to serve primarily the Central Savannah River Area.

Organizational and Leadership Structure

In addition to the Metro Chairperson, Metro Director, and BEL Director, membership on the BEL Committee consists of eight community leaders in education, business, and government.

Goals and Objectives

The overall objective of the Committee is to develop ongoing programs of industry-education cooperation that will prepare students with skills and capabilities to successfully make the transition from the classroom to employment in fields that will be both stimulating and rewarding.

Pilot programs are developed with the objective of adapting them for use in other metro areas, and those developed in the Augusta area will be coordinated with the programs developed in other BEL areas.

Since approximately 70% of all area high school graduates do not go to college, the main target of pilot programs is non-collegebound students. Some programs are developed for elementary school students to provide them with early awareness of career opportunities and information about the private enterprise system.

More specific goals and objectives are to:

- expand research by seeking grants and contracts to conduct economic research and by developing a reference and research system for data pertaining to area and national economics;

- improve public understanding of the American free enterprise system by providing lectures and disseminating information in the community;

- expand career guidance and job orientation for area residents, especially students, by employing education and business resources;

- improve collaborative efforts by establishing work exchange programs through the schools with area businesses and industries, by facilitating tours, meetings, and guidance for teachers and students with area businesses and industries, and by providing for an exchange of information and ideas between the education and business communities;

- develop training techniques by collecting data and assembling information and examples of teaching aids for economic instruction at all levels, researching and developing new teaching aids for economic education, and disseminating information to educational institutions;

- provide management training by assisting area businesses and industries to develop or improve managerial capabilities by generating training techniques and programs, providing consultation services, and conducting studies in management systems;

- strengthen health services management by providing training in management and business systems to enhance managerial capabilities and administration in the health services field, and by directing efforts to increase efficiency in health services management, thereby reducing costs;

- enhance the teaching of economics by developing and conducting teacher training courses and offering seminars and symposia focusing on the free enterprise system; and

- provide information exchange by publishing a newsletter and other information concerning economic developments and Center activities, by conducting forums and seminars, and disseminating information through the media.

Current Activities

Committee projects that are in progress or are slated to begin in the near future are grouped into the following categories or target groups:

- College Level Projects

  - developing a course for teachers at Augusta College that will be essentially an internship in business. (The enrollees in this course will receive credit toward a master degree.);

  - developing a resource group of business and industry leaders who will be available for classroom discussions and presentations; and

- working with Augusta College to improve the Career Guidance Institute.

- High School Level Projects

  - providing clearinghouse services to high schools by collecting materials from businesses and industries (Examples of materials are: "Economics for Youth," National Chamber of Commerce; "People in Business," Georgia Power Company; and "Consumer's Choice," "Procter & Gamble Manufacturing Company. This program will make material available to teachers on request.);

  - developing a "shadow program" in Columbia County; and

  - securing the school system's approval to offer Junior Achievement's course on the free enterprise system as an alternative for high school credit.

- Vocational/Technical Projects

  - developing an active advisory board for Augusta Area Technical School; and

  - creating a system of followup of student placements, including an actual evaluation of student performance on the job.

- State Department of Education Projects

  - providing the State Department of Education with input from local businesses on curriculum development; and

  - obtaining the Department of Education's approval for credit toward a degree program for a course at Augusta College that will be an internship for teachers working in business and industry.

Accomplishments, Contributions, and Impact

- Economic Education

  - The Center has conducted two economics courses for teachers to prepare them to teach basic economics and personal finance. Packets of instructional materials were distributed to each teacher, along with the teaching kit, "The Economics of the Energy Problem."

  - The Center has initiated an effort to implement the Joint Council on Economic Education's "Trade-Offs" program in the Richmond County Schools, where it was implemented as a pilot project in selected schools in the fall of 1978, with full implementation scheduled for 1979.

  - The Center has developed the following two programs:

- "You and the American Private Enterprise System," designed as an adult program, and adapted for use by area firms in their employee education and development programs; and

- awards programs for area teachers and students for excellence in the teaching and study of economics.

- Small Business Development

  - The Center cosponsored with the Small Business Development Center of the University of Georgia, courses entitled "Economic Forecasting," "Advertising and Promotion," "Personnel Management," "The Law and the Small Business," "Cash Flow Management," "Personnel Management," and others.,

  - A questionnaire was designed and mailed to area businesses to determine their needs for business management courses, workshops, or other special assistance and counseling.

- Special Programs and Projects

  - The Center designed and held a series of four lectures on "American Business and the Free Enterprise System," which addressed major economic and economic-related issues.

  - In conjunction with the Medical College of Georgia and Augusta College's School of Business Administration, the Center coordinated a Hospital Management Labor Relations Workshop.

  - The Center cosponsored, with the School of Business Administration, a CPA Review Course and a Real Estate Salesperson Preparatory Course.

- Internal Administration and Operations

  - The Center established a special reference library with materials relating to Center activities. The library includes studies, papers, and publications relating to business and economics, with an emphasis on the free enterprise system. Related areas such as public finance, government regulations, labor, agriculture, and energy, are also represented in library collections.

  - The Center established a media center for the display of educational publications and aids.

Local Linkages and Supporting Institutions

Institutions and businesses that contribute to the Center for the Study of Private Enterprise in terms of monetary donations, in-kind goods and services, and/or technical assistance include:

- Augusta Area Technical School
- Augusta College
- Georgia Council on Economic Education
- Medical College of Georgia
- National Alliance of Business
- Paine College
- Richmond County Board of Education
- Service Corps of Retired Executives (SCORE)

Various business and industrial firms in the area also provide a pool of managerial and entrepreneurial resources.

AUGUSTA, GEORGIA

COUNCIL MEMBERSHIP

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First Federal Savings & Loan Association

Raymond C. Bard
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President
Richards Furniture Company

Lewis A. Newman
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Mark Newell
President
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Chairman of the Board
Merry Companies, Inc.

William G. Oellerich
Superintendent
Richmond County Schools

Whitney C. O'Keeffe
President
First National Bank and Trust Company

A. Gordon Oliver
Executive Vice President
C & S National Bank

John W. Owen
District Manager
Southern Bell

L. H. Peterson
Vice President, Production
Castleberry's Food Company

Charles B. Presley
Chairman of the Board
Georgia Railroad Bank and Trust Company

B. W. Rainwater
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Edward B. Skinner, Jr.
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Plant Manager
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BAYAMÓN, PUERTO RICO
WORK-EDUCATION COMMUNITY COUNCIL

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COMMUNITY CHARACTERISTICS

Locacion, Size, and Demography

The Bayamón region includes the city of Bayamón, the fastest growing city in Puerto Rico, with over 200,000 inhabitants, and nine other municipalities ranging in size from Guaynabo (population 77,200) to Aguas Buenas (population 20,200). The total population of the area is over 719,000. This region is one of the most problematic and heterogeneous in Puerto Rico. Per capita income ranges from $495 in Comerio to $1,289 in Bayamón. The median age is 20.1 years.

Economic Base and Outlook

Bayamón, Catañ̃o, Guaynabo, and Toa Baja are predominantly urban and industrial; Aguas Buenas, Comerío, Dorado, Naranjito, Toa Alta, and Vega Baja are predominantly rural and agricultural. The region's highest poverty level exists in the rural areas, particularly Comerío, where 83% of the families are below the poverty level. In the towns of Naranjito, Aguas Buenas, and Toa Alta, over 70% of the families are below poverty level. Official estimates put unemployment at 18.8% for the region, but in some of the rural towns unemployment is over 30%.

Although industry, construction and consumer-oriented businesses have grown tremendously, unemployment has doubled within the last five years. Most of the jobs created require skills not possessed by rural youth.

Education Institutions

There are 259 elementary and secondary public schools in the ten municipalities. The region's only postsecondary institutions, nine private and three public, are in Bayamón. Many of the new postsecondary institutions offer Basic Educational Opportunity Grants, but very little in terms of occupational and career education.

COUNCIL CHARACTERISTICS

Population Served

The Work-Education Community Council, sponsored by the Inter-American University, serves the entire Bayamón region.

Development

On May 31, 1977, thirty education, business, and civic leaders from the Bayamón area met at the invitation of Inter-American University's Bayamón College to discuss the organization of a community work-education council. The response and active participation of the attendees proved the community was interested in dealing with the difficulties faced by young people in their transition from school to work. The need for collaboration among education institutions, government agencies, and the business community was recognized by all participants who agreed to meet a second time.

An organizational meeting was held on June 14, 1977 with twenty people present. A steering committee composed of representatives of the various community sectors was chosen to complete the organizational phase and propose a preliminary plan of action responding to the needs identified in the first two meetings. Formal organization of the Council was completed by mid-July. The Council has grown from twenty-five members to the present forty-one.

Organizational and Leadership Structure

The Council is separated into three levels:

- Elected officials (president, first and second vice-presidents, and secretary) represent the Council in all official matters, direct Board and general meetings, and work closely with the staff;

- The Board of Directors (comprised of four educators, seven businesspeople, four government functionaries, one labor leader, and one civic leader), the decision-making body of the Council, meets once or twice monthly to develop policy; and

- General members (twelve representatives from education, fourteen from business, fourteen from government, and one from the community-at-large) participate in general meetings and/or Council activities.

Ad hoc task forces, established to deal with particular concerns, work under and report to the Board.

Council staff consists of an executive director, a coordinator, and a secretary. Council office space is provided by the Bayamon College.

Goals and Objectives

Task groups were formed to deal with:

- improving occupational counseling in the schools; and

- identifying the skills required for employment in the area's manufacturing, banking, and retail sectors, and establishing communication between these sectors and school authorities.

Current Activities

- Dissemination of informative materials about the world of work

Through a seminar with students and counselors, the Council became aware of a lack of informational materials regarding career opportunities for secondary school students. To fill this need, the Council is developing brief modules dealing with topics such as "Self-evaluation of Interests and Aptitudes," "Exploring the World of Occupations," "Labor Market Trends," "Strategies for Employment-seeking," "Guide to Community Resources," etc. These modules will be organized in a way that will permit students to use them with minimal intervention by the counselor.

- Career Information Center

The Bayamón region has no specialized center for career and occupational information. Individual counselors and school libraries have few of the basic sources needed to deal adequately with students' concerns and questions about their futures. The Council has alerted the Inter-American University to the need for such a center to house books on career education and the world of work, labor market statistics, college catalogues, vocational and technical school information, and other resources. The University has agreed to house the Career Information Center in its library. The Center will serve as a research library for counselors and teachers and as an information source for students, parents, and the community in general.

Accomplishments, Contributions, and Impact

- Seminar series on occupational counseling in schools

This series of four seminars provided area counselors and teachers the opportunity to acquire information about different aspects of the world of work from specialists in human resource development and business. In addition, the seminars provided a rare chance for classroom teachers, government, and business representatives to interact and exchange views, concerns, and expectations concerning their respective roles. The staff and Council members feel that this seminar series should be expanded to other schools in the Bayamón region.

- Seminar series on the role of industry and business in the transition from school to work

Council members feel that Puerto Rican manufacturers and businesspeople are not fully aware of the need to participate in programs that facilitate the transition from school to work. This seminar series was aimed at developing this awareness and introducing business and industry representatives to the different work-education programs and incentives that are available. Three full-day seminars were held in 1977 and 1978, and a total of 141 persons participated.

- Seminar series for secondary school students

A series of seminars held at secondary schools in the Bayamón region provided career information to interested students. The series included seven seminars, each consisting of two lecture/discussions. Lecture topics included: "Job-seeking Strategies," "Labor Market Trends," "Occupational Perspectives for Youth," and "Educating Towards the World of Work." Specialists from human resource agencies, Council members, and staff were in charge of the discussions.

Local Linkages and Supporting Institutions

The Council received in-kind support from the Inter American University during contract year 1977-78, including office space, utilities, telephone service, office equipment, and duplicating and printing services. Industry, business, and government supported Council programs by providing executives and officers during working hours to serve as resources in Council-sponsored activities.

BAYAMON, PUERTO RICO

COUNCIL MEMBERSHIP

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Vocational Coordinator

Sixta Alamo
Puerto Rico Department of Labor

Mercedes Borrero
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Paquita Burgos
Civic Leader

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Food Retail Executive

William Castro
Industry Executive

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Rosa Cotté
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Gumercindo Danger
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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Rural Maine School Administrative District (MSAD) #44 is located in Oxford County in the western part of the state, bordered by New Hampshire and Quebec, Canada. Total population is approximately 5,300; average population density is only eighteen persons per square mile. Bethel is the largest town in the area with 2,200 residents; it is the school district administrative headquarters and is a focal point for local activities. The smallest town is Gilead with a population of 160. The population of the area is nearly 100% white.

Economic Base and Outlook

The mainstays of the Bethel area economy are wood harvesting and the wood products industry. Timber stands make up large areas of the region and well managed timber lands will remain the foundation of the local economy, but tourism is growing in importance. Two ski areas continue to expand, extending their ski seasons with snow making equipment and adding summer attractions such as slides. The area also is in the heart of the western mountain and lakes region which brings in summer vacationers and fall foliage watchers.

Per capita income in 1974 ranged from $2,459 to $3,684, and only one community approached the state average of $3,694. General unemployment in 1977 was approximately 8%, down from a high in 1975 of 11.7%. Youth unemployment is estimated at about 25%.

The economy of the area is relatively stable. Few major economic development efforts are in progress, although some individual plant modernizations indicate industry growth.

Labor unions in the area are not extensive. United Furniture Makers of America (AFL-CIO) is active in two woodturning companies, and public school personnel are organized.

Major Employers

Major employers in the area include: Ekco Wood Products Co. (American Home Products Corporation); P.H. Chadbourne; Stowell Wood Products, Inc. (Belding, Hemingway Co.); School Administrative District #44; Newton-Tebbets, Inc.; Bethel Furniture Stock; Hanover Dowel Co.; Sunday River Ski Area; Mt. Abrams Ski Area; and Andover Wood Products (Ethan Allen Furniture Co.). Many area residents are employed in small independent wood harvesting operations or in seasonal tourist industries.

Education Institutions

The MSAD comprises five elementary schools and one comprehensive junior/senior high school. Total enrollment in 1978 was 1,323 students. In addition, Gould Academy, a private preparatory school attracts an international student body of approximately 180. Northern Oxford County Vocational Area (NOVA) serves the vocational education needs of the district for the northeastern half of Oxford County.

The nearest postsecondary schools are outside the school district. The University of Maine has branches at Farmington, Augusta, Auburn, and Portland (from 50 to 80 miles away). Postsecondary vocational schools are located in Auburn and Berlin, New Hampshire. Bates College, a private liberal arts institution, is located in Lewiston, 55 miles from Bethel.

National Training Laboratories offers a series of summer workshops in the Bethel area which make extensive use of Gould Academy facilities. These sessions attract an international audience to the Bethel area.

COUNCIL CHARACTERISTICS

Population Served

The Council serves six communities and several unorganized territories which make up the school district.

Development

The major impetus for creation of the Council was provided by school district personnel who had been concerned with area school-to-work transition problems for some time. An opportunity to pursue this interest in earnest arose in the fall

of 1976 as a result of contacts with the National Manpower Institute. At the direction of the Board of Education, the Superintendent formed an ad hoc committee which met regularly during the winter to discuss youth transition issues and explore means of dealing with them. The Director of Adult Education was charged with early organization, issue articulation, goal formulation, and a personnel search. A close relationship began to develop between the committee and the Public Service Division of the University of Maine at Farmington. This relationship has continued throughout the first year of Council operation and has provided a regional linkage benefitting many of the Council's efforts.

The Bethel Council completed its first year of formal operation in October 1978. Many of the activities over the first year focused on gathering an accurate data base for long-range planning and on opening lines of communication among diverse sectors of the community. During the first year, the Council gained recognition as a neutral meeting ground where concerns can be openly expressed and where coordinated planning can occur. The second year is a critical one for the development of the Council. With initial data gathering nearing completion and a coordinated community approach to youth transition taking shape, this year will test the Council's ability to facilitate action on several fronts.

Organizational and Leadership Structure

The Bethel Area Community Education-Work Council emerged from a core of community leaders who expressed concern about the difficulties faced by area youth in moving from school to the world of work. Initial discussions were informal and included representatives from education, the private sector, and social service agencies. The discussions led to formation of an ad hoc committee in the fall of 1976. The committee hired an executive director in August 1977, and a formal Council was established in October 1977 with by-laws, a governing board of seventeen directors, and a membership of twenty-five citizens. Incorporation as an independent, nonprofit corporation was achieved in December 1977 and tax-exempt status in April 1978.

From the outset the community leaders recognized that activities to improve youth transition required the involvement of the broader community and could not be achieved by the public schools acting in isolation. As a result, the Council sought to balance its membership, drawing from business and industry, local government, education, social and civic organizations, parents, and youth. The original Board of Directors included six representatives from business and industry, five from education, one from government, one from community services, one parent, and three young people.

The School Administrative District has played a central role in Council activities. Early leadership and organization came from the education sector, and school district representatives are still actively involved in Council activities.

Goals and Objectives

From the outset, the Bethel Council adopted a strategy to identify basic issues and maintain a long-range perspective in devising an agenda to address them. This long-range plan is designed to articulate the major barriers to youth transition in the area; suggest appropriate roles and responsibilities for each sector of the community (business/industry, education, government, social service, civic organizations, youth, parents, and community volunteers); ensure close communication and cooperation among various community sectors so that a sense of shared responsibility emerges and a coordinated plan is promoted; recognize that youth transition issues are tied to a number of basic social and economic problems; and establish an accurate picture of present and projected manpower needs for the immediate area.

In the long run, the Council feels that ways must be found to integrate local economic development activities and educational curricula. Although school-to-work transition is tied closely to local employment and career advancement opportunities, the Council recognizes the area's past history of youth outmigration, a phenomenon common to many rural areas. A balance must be achieved between expanding local opportunities and ensuring that young people become competitive in a variety of job settings.

Council discussions of ways to link area development with educational curricula are at a very preliminary stage. Suggestions include establishment of a community economic and career development office to complement school-based career education activities. As long-range strategies are developed by the Council, care is being taken to ensure that short-term objectives advance long-term goals.

Current Activities

- The "Survey of Local Businesses" to determine present staffing patterns and projected manpower needs will be completed in the first half of 1979.

- The Council continues to encourage community support for a career education emphasis in the schools. Planning has commenced for a summer experience for teachers in local business and industry. Financial support for a "small business creation skills curriculum" is being sought. Initial discussions of possibilities for a youth-run job placement service have begun.

Recognizing that parents and families are of critical importance in influencing the career decisions and attitudes of youth, the Council is exploring ways to assist families in coordinating their efforts with those of schools and other community groups.

Accomplishments, Contributions, and Impact

- In cooperation with the high school student council, Oxford County Community Services, and the University of Maine, the Education-Work Council has surveyed the students in grades 9-12 to determine the kinds of activities they felt would be most helpful in making the transition from education to work. Analysis of that survey pointed to the need for career education. Students expressed a desire for several types of experiential learning including job shadowing, part-time work, and expanded cooperative education opportunities, as well as accurate information about types of job opportunities in the area, expectations of employers, job seeking skills, etc.

- As a result of the information gathered in the youth survey and discussions on work attitudes of youth, the Council identified needs which could be addressed, in part, by establishing a comprehensive career education emphasis in the schools.

- The Council arranged for two student interns from Bates College to prepare basic data profiles of the area for use in educational planning and community development planning. Working in conjunction with the Regional Planning Commission, the students prepared a 150-page report which fills a void in basic community data. The project was cosponsored by the Education Development Center in Newton, Massachusetts through the Student Interns in Economic Development Project.

A number of activities have focused on building awareness of the role of career education in youth transition:

- The Council has developed a formal position statement on career education.

- Presentations have been made to the school board, the School District Administrative Council, and selected faculty groups.

- A meeting was arranged between local wood products manufacturers and the high school's mathematics department to discuss the general mathematics curriculum in relation to employer needs.

- Presentations have been made to the Rotary Club and the Chamber of Commerce to discuss their possible roles in career education.

- The Council has formally recommended that the school board adopt career education in the schools.

The Council has purposely maintained a low key approach. Effective transition approaches must develop out of broad community involvement and grow as community awareness is raised. The collaborative approach is new to many communities and needs to be tested gradually if it is to be successful. During the first year, significant acceptance of the collaborative process has occurred in the Bethel area.

Local Linkages and Supporting Institutions

A number of formal and informal linkages have contributed to the success of the Council during its first year. The School Administrative District has made significant in-kind contributions to the Council in the form of donated office space, bookkeeping services, utilities, and janitorial service. Early endorsement of Council activities by the Greater Bethel Chamber of Commerce and active involvement of the Chamber president on the Board of Directors have enhanced the Council's impact in the business community. The Public Service Division of the University of Maine at Farmington has been active since the inception of the Council and has provided a crucial link between local activities, the University support system, and a number of related community efforts in the state. Representatives on the Council from the regional vocational education system have provided ties to regional and state efforts in vocational education. The involvement of key local manufacturing firms has been a critical link to the private sector. Council projects have built a working relationship with the Regional Planning Commission and the local Rotary Club as well as the CETA delivery system. As a whole, this communications network has increased the Council's ability to truly represent the broader community.

BETHEL, MAINE

COUNCIL MEMBERSHIP

Donald G. Bennett (Council President)
President
Greater Bethel Chamber of Commerce

Helen Berry (Council Vice President)
English Teacher
Telstar High School

Richard Blake
Transportation Supervisor
MSAD #44

Karen Brown
State Representative

Robert Chadbourne
P. H. Chadbourne and Company

Kay Chadbourne
Parent

David Fearon
Dean of Public Service
University of Maine at Farmington

Christine Gauthier
Student

Gordon Gillies
Attorney at Law

Blaine MacKay
Student

Jochen Robiller
Resort Developer

N. Kenneth Smith (Council Secretary/Treasurer)
Superintendent of Schools
MSAD #44

Dexter Stowell
Stowell Wood Products, Inc.

Theodore Tracy
Realtor

Thomas Wheeler
Vocational Education Administrator
Northern Oxford County Vocational Region

Marie Wilson
Director
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Director

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Chairperson

Frederick R. Miller
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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Bridgeport is in southwestern Connecticut, on Long Island Sound. The greater Bridgeport area includes the core city of Bridgeport with a population of 154,000 and the surrounding towns of Stratford, Fairfield, Trumbull, Monroe, and Easton. The population of the total area exceeds 364,000.

Most of the minority population resides in the core city including 31,000 black and 19,000 Spanish-speaking persons accounting for almost 35% of the city's population.

Economic Base and Outlook

Bridgeport is a typical old New England manufacturing community and is also the banking/finance center for southwestern Connecticut. Surrounding towns serve principally as "bedroom communities" for the core city and house most of the high- and middle-income families of the region. Overall unemployment is approximately 6% with unemployment for youth aged 16-21 at 18.8%.

Major Employers

A major mixture of industrial employment exists in the area. Major employers include Sikorsky Aircraft (a helicopter manufacturer employing 10,000), Avco-Lycoming (an aircraft engine manufacturer employing 9,000), the General Electric Wire and Cable Division (employing 3,000), and the Bullard Company (a machine tool manufacturer employing 2,000). A multitude of smaller companies with a variety of products and specialized employment needs absorbs the remainder of the industrial workforce. Banks, service institutions, and public utility companies provide the remainder of job opportunities.

Education Institutions

Each town served by the Bridgeport Business Education Liaison Council has its own educational system and each town operates its own physical plant. The Diocese of Bridgeport's Board of Education, which operates a parochial elementary and high school system, is also in the Council's service area.

The Bridgeport area houses four private universities and one community college with a total student enrollment of 22,000.

COUNCIL CHARACTERISTICS

Population Served

The Business Education Liaison (BEL) Council serves the greater Bridgeport area. Because the concept of the education-work councils envelops a total community, the participants are both students who attend local schools, and adults who are engaged in business and service activities.

Many Council activities focus on programs for the inner city school population where the greatest need exists for assistance to the many minority and economically disadvantaged students. As a resource to community-based organizations, the unemployed, economically disadvantaged, disabled, and ex-offenders are also participants in selected program activities. The Council serves as a major private sector resource for the Bridgeport CETA Consortium in matters relating to education and training.

Development

The BEL Council of greater Bridgeport has been in existence under a pilot grant from the Department of Labor since October 1976. Under sponsorship of the National Alliance of Business, the Council has been actively engaged in a variety of programmatic activities, rather than advisory activities, within area secondary schools and universities.

Council members meet quarterly to discuss local issues and identify priority areas in need of program development.

Organizational and Leadership Structure

The Council is chaired by the president of Connecticut National Bank, and membership consists of selected business, education, and labor leaders. Because the members of the Council represent major area businesses, they accurately reflect the employment needs of the region and the requirements for entry level job seekers. The education members of the Council are ranking administrators who can implement programs adopted. Program activities include classroom training, on-the-job training, work experience, and supportive services.

Goals and Objectives

The BEL Council was formed to establish working relationships between the business and education communities of greater Bridgeport in an attempt to ease the transition of youth from school to work. The Council encourages the sharing of personal time, knowledge, and materials having educational value.

Program activities are aimed at assisting participants to be placed in private sector employment and providing the necessary training, counseling, and supportive services. Program activities focus on career planning and development of specific job skills. Participants include: 1) students interested in self-employment; 2) educators who need a broader knowledge of private sector employment in order to more effectively counsel students; 3) businesspeople who participate in classroom activities to acquire a better understanding of the educational system; and 4) selected community-based organizations which assist youth to prepare for employment.

Current Activities

- The Summer Youth Employment Program gives high school students "hands on" work experience in at least four different jobs over the summer. Originally offered only in Bridgeport, the program has expanded to include Norwalk, Stamford, and Danbury. The Council has recently obtained a local CETA grant for sixty additional job slots to place local youth in the private sector. To date, 163 youths have worked in 74 companies, exposing them to a total of 500 different jobs.

- The Cooperative Education Program is aimed at assisting three area universities develop and expand their cooperative education programs. Areas of study for college students include engineering, accounting, personnel relations, secretarial studies, chemistry, and the performing arts.

- The Small Business Skills Program offers skills in the management of small businesses to thirty seniors and high school graduates. The program includes classroom instruction and on-the-job training in specific small businesses. Funding for student stipends is obtained through a CETA (YETP) grant.

- The Industrial Arts Improvement Program with inner city school "shop" facilities trains youth in machine trades in preparation for employment in area companies that require specific trade skills.

- Career Guidance Institutes allow thirty area teachers, counselors, and administrators to visit local companies to learn about entry level career opportunities and their educational requirements. The educators interview actual job holders to learn specifics of various jobs. In eight weeks, approximately twenty-five companies and 300 different jobs are covered. The Career Guidance Program was conducted in Bridgeport and expanded into neighboring Norwalk, and will be offered in Danbury this year.

Accomplishments, Contributions, and Impact

- The Council, in cooperation with the General Electric Foundation and Fairfield University, was able to offer educators career awareness in specific job fields including engineering, accounting, finance, marketing, sales, manufacturing, and personnel relations. Presentations were made by high ranking corporate officials.

- The Businesspeople in the Classroom Program was a visitation program in two inner city high schools to instruct students in job preparation skills and entry level education requirements. Twenty-five businesspeople spoke to all tenth through twelfth grade students in the participating schools.

Local Linkages and Supporting Institutions

The Bridgeport Area Chamber of Commerce, as the program operator, administers the Council and control its finances. The BEL program director is on loan to the National Alliance of Business in Bridgeport, and this allows the resources of both NAB and the Chamber of Commerce to be used for program implementation.

As a CETA prime sponsor resource, the Council serves as a clearinghouse, providing technical assistance and programs, including a speakers bureau, plant visitations, and others, to other local CETA-funded agencies that assist young adults to prepare for employment.

BRIDGEPORT, CONNECTICUT

COUNCIL MEMBERSHIP

Richard Bodine
Executive Vice-President
Bodine Corporation

William L. Hawkins
President
Bridgeport Area Chamber of Commerce

Geraldine Johnson
Superintendent
Bridgeport Schools

John P. McAndrews
Vice-President
Remington Arms

Thomas Melady
President
Sacred Heart University

Frederick R. Miller (Council President)
President
Connecticut National Bank

John Ohla
Superintendent
Stratford Schools

O. Haydn Owens, Jr.
Vice-President
Southern New England Telephone

Irving R. Shein
Human Resources Development Institute
AFL-CIO

Thomas Smarz
Director of Industrial Relations
Avco Corporation

BUFFALO, NEW YORK

THE NIAGARA FRONTIER INDUSTRY-EDUCATION COUNCIL, INC. (NFIEC)

Director

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Executive Director
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Chairperson

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The city of Buffalo is located in Erie County, in western New York State, bordered by Lake Erie and Ontario, Canada. The county has a population of approximately one million with about 462,000 residing within the city of Buffalo.

The majority of foreign-born persons are Polish, Italian, and German. Polish and Italian interests are disproportionately represented in politics. Blacks comprise 20% of Buffalo's population and 8% of the population of the SMSA.

Economic Base and Outlook

Primary industries are manufacturing, trade, government, and port activities. The economy is declining due to a consistent loss of industry in the metropolitan area. Unemployment is approximately 9.9%.

Major Employers

The largest employers in the area are General Motors, Bethlehem Steel, State University of New York (SUNY), Westinghouse, and Ford Corporation. Organized labor is very strong in the Buffalo area, major unions being the UAW, IUE, and Steelworkers. The "Buffalo-Erie County Labor-Management Council" is a nonadvisory forum, specifically distinct from a grievance committee, whose purpose is to improve labor/management relations.

Education Institutions

There are numerous two- and four-year colleges and universities in the metropolitan area, including SUNY at Buffalo, State University College of Buffalo, Erie Community College, Canisius College, and O'Youville College. Over 55,000 students attend the twelve largest schools. The median number of years completed for city residents 25 years old and older is 10.7 compared to 12.0 in the suburbs.

The Board of Cooperative Educational Services (BOCES), a regional educational agency provides a cluster of local school districts with occupational education centers for career-bound teenagers.

COUNCIL CHARACTERISTICS

Population Served

The Council has a regional responsibility for Erie County with a population of approximately one million.

Development

The Niagara Frontier Industry-Education Council, Inc. (NFIEC) was organized by Erie County BOCES and the Buffalo Chamber of Commerce in March 1973, and has since been a catalyst for many activities relating education, training, and employment opportunities for youth. The Council was incorporated in 1974.

Organizational and Leadership Structure

The leadership of the Council has been and is being provided by the Executive Director. The Board of Directors has expanded in size since the Council's affiliation with the NMI Consortium. The Board of Directors includes members from the steel and auto industries, the Chamber of Commerce, Cornell University Extension, the AFL-CIO Council, several local school districts, and the New York State Department of Labor. There is also an Advisory Board.

Goals and Objectives

The overall goal of NFIEC is to link policy-makers and officials from various community sectors in more effective ways to prepare and train young people to become productive working members of society. More specifically, NFIEC aims to:

- provide direction and resources for teachers of economic education in grades K-12;
- establish a "Center for Career Information;"

- promote an awareness among students and parents of the full spectrum of career education activities;

- promote a better understanding in the community of the needs and concerns of educators; and

- provide opportunities for business, government, and labor leaders to meet with area education personnel.

Current Activities

- Staff Development Courses for Teachers and Administrators, four courses designed to expose educators to different facets of the world of work, are run in cooperation with Buffalo State College and include:

  - "Occupational Awareness Workshops" which involve over thirty industries (nearly 1,000 teachers have completed this fifteen-week course);

  - "Business and Customer Relations/How to Make the System Work for You" which deals with consumerism;

  - "Introduction to Banking Operations/Services and Structure" which is a combination of classroom work and field trips to local banks; and

  - "Small Business Marketing" which deals with how to manage your own business.

- The Community Resource Book contains periodically updated lists of over 1,200 potential speakers available to classroom teachers.

- The Executive Exchange arranges exchanges for a day between school superintendents and executives in education, business, government, and labor.

- The Shadow Program provides students opportunities to "shadow" a regular employee of a major corporation for one week.

- The Council's Economics Training for Teachers, in collaboration with the State University of Buffalo, the Rotary Club, and the American Institute of Banking, provides economics training courses and film strips for teachers. NFIEC has cooperated with the Joint Council on Economic Education and Buffalo State College in a one-day workshop showing economic education films geared to 5th through 8th graders. Approximately eighty educators attended and expressed enthusiasm and the desire to purchase the films.

- Community Breakfast Meetings feature outside speakers and participants in Council programs to inform community members of NFIEC's activities. About 400 people attend these breakfasts which are held twice a year.

• Energy Symposia are conferences and tours of local plants for students from the city and suburbs. NFIEC cooperated with Niagara Mohawk Power Corporation, National Fuel Gas, Consolidated Coal Company, and the New York State Petroleum Council in coordinating two Energy Symposia held at the Chevy Plant this year, attended by approximately 230 students.

• NFIEC is cooperating in arranging for about sixty employers to give interviews to Grant Island Senior High students. These Senior Practicums will give high school seniors experience in writing resumes and in "real" job interviews.

Accomplishments, Contributions, and Impact

The Council has been a catalyst for business and industry to provide opportunities for teachers and students to observe and obtain on-the-job work experience, and to bring practitioners into the classroom.

An Occupational Information Center was implemented under a one-year CETA Title VI grant. As one of its accomplishments for the year, the Center contributed to the publication of a Career Planning Guide. Ten thousand copies of the Guide have been printed, and sample copies have been sent to chief school officers, NFIEC Board and Council members, and others. Another activity of the Occupational Information Center was updating the Council's book "Valuable Assistance for Teachers and Counselors" which lists approximately 1,200 resource people who have volunteered to give classroom presentations.

Programs, such as the Energy Symposia, are creating links between students in the city and those in the suburbs. The Occupational Information Center provides a much needed information center for county and city residents.

BUFFALO, NEW YORK

COUNCIL MEMBERSHIP

William P. Ackendorf
General Manager
Niagara Mohawk Power Corporation

Leslie G. Arries, Jr.
President and General Manager
WIVB-TV, Channel 4

Allalee Babbidge
Consultant
Sportservice, Inc.

Donald Blair
President
Building and Construction Trades Council

Henry H. Coords (Council Chairperson)
President
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Myles Fox
Private Consultant

Thomas Fricano (Council Assistant Secretary)
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George G. Hamaty (Council Second Vice President)
Superintendent
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Bernard Hatch
Superintendent
Williamsville Central Schools

J. Norman Hayes
Superintendent
Lancaster Central Schools

Mary L. Herman (Council President)
Public Relations Assistant
New York Telephone Company

William G. Houston (Council Assistant Treasurer)
Superintendent
Lake Shore Central Schools

Jan J. Jakiel
Vice President of Operations
Buffalo Area Chamber of Commerce

Alice M. Law
Director
Employment and Training Services of Erie County

Ruth H. Penman (Council Secretary)
Consultant
Fisher-Price Toys

Richard Pivetz
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NYSSILR Extension, Cornell University

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Paul E. Shibley
Director
Divisional Manpower Planning

Frederick Sievenpiper
BOCES Liaison

Howard E. Welker (Council Treasurer)
Superintendent
Hamburg Central Schools

Douglas Winokur (Council President-Elect)
New York State Department of Labor

CALIFORNIA

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA (IECC)

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STATE CHARACTERISTICS

Population and Size

The population of the state of California is currently 22,000,000 and is increasing. Major areas of concentration include Sacramento, the San Francisco Bay Area, San Jose, Fresno, Santa Barbara, Ventura, Los Angeles, San Bernardino, Riverside, and San Diego. The state encompasses 158,693 square miles.

Economic Base and Outlook

The overall unemployment rate for the state in January 1979 was 6.3%. October 1978 unemployment rates for youth aged 16 to 19 was 19.8% and for youth aged 20 to 24, 7.2%. Unemployment rates for major metropolitan areas include Los Angeles/ Long Beach (5.6%), San Diego (6.1%), San Francisco/Oakland (6.2%), and San Jose (5.7%).

California's major sources of income include agriculture, food processing, machinery, metal products, electronics, chemicals, transportation equipment, mining, and tourism.

Two significant influences on the state's economy are the large number of Mexican immigrants who are currently being organized by competing agricultural unions in California, and the impact of Proposition 13, which has meant significantly lower education resources, despite higher costs and service demands.

Education Institutions

In the state of California there are 1,047 school districts, K-12. Enrollment in elementary and secondary schools is decreasing. As of fall 1977, enrollment was 3,857,000. There are 105 community colleges, 18 state colleges, and 6 state universities in the University of California system. Total enrollment in post-secondary institutions in the fall of 1977 was 1,687,258. There is also a large number of private institutions, K-16.

COUNCIL CHARACTERISTICS

Population Served

The Industry Education Council of California (IECC) serves the entire state's business, industry, labor, government, and education sectors.

Development

The Industry Education Council of California was formed four years ago with an initial budget of $120,000. The budget now totals approximately $1.2 million with in-kind services estimated at a similar amount. More than twenty-six demonstration projects are being conducted showing how industry, business, labor, government, and education can work together to improve educational systems and programs.

Organizational and Leadership Structure

The Board of Directors of the IECC comprises leaders from major California business, industry, labor, government, and education enterprises. Members of the Board are also involved in task forces whose projects are implemented by a staff headed by the Executive Vice President.

Goals and Objectives

The IECC is a nonprofit organization with members from business, industry, labor, government, and education. Its primary purpose is to assist and improve career and economic education and the education-to-work process for students in California schools, grades K-16.

IECC achieves this purpose by serving as a statewide umbrella through which local Industry Education Councils and other such organizations may receive assistance and support. It acts as a catalyst, linking agent, resource coordinator, and implementor for national, state, and regional groups. It also works to identify practices, concepts, and demonstration programs that can be adapted at the state, regional, or community levels.

Current Activities

The following is a sampling of the more than twenty-six programs IECC is conducting:

- Career Education Magnet Learning Centers (Fresno, San Diego, Compton, Los Angeles) were designed to develop better instruction in career education and magnet career learning centers, and to generate support from educators, business, industry, labor, and government.

- The Bay Area Cooperative Education Clearinghouse (BACEC) is a coordinated linkage system for community college cooperative education students and Bay Area employers. Another purpose of BACEC is to prevent duplication of resources and efforts by employers and schools.

- The Work Ethic Project (Compton) is aimed at developing a career education curriculum for disadvantaged elementary students. The emphasis is on basic skills, attitudes, work ethics, and career and economic awareness. This project provides similar experiences for the welfare parents of these students.

- The Handicapped Youth to Employment Project (Pittsburg) coordinates services and resources in special, vocational, career, and general education. The project involves the Employment Development Department, the State Department of Rehabilitation, business and industry, labor, and community organizations. The purposes are to improve education services to enable handicapped youth to qualify for entry-level employment, and to meet affirmative action needs and other government mandates.

- ELCA, Bi-lingual Middle School Career Education is designed to stimulate Latin-heritage students to explore their career options and to prepare them for the secondary and postsecondary training needed to achieve career goals.

- Counseling and Guidance Institutes (Fresno, San Francisco, Oakland, Los Angeles, San Diego) provide local districts and IECs with staff development programs that improve teacher and counselor use of career information.

- The IECC gives regional and local support to other councils in the state. This assistance includes acting as liaison between local councils and the state; assistance in initiating new councils; extending local council activities; helping local councils adapt state and local programs; and providing regional services.

- A Community Career Education Resource Center (Oakland) is being developed, and when implemented will be a comprehensive community career education resource center to assist youth and unemployed adults in their transition to work. A collaborative of community organizations, education, business, labor, and government will be involved in this comprehensive program that identifies and matches individual client needs to education/training/placement options in the community.

• Career/Economic Instructional Materials are being developed to provide students and teachers with insights into entry-level careers and understanding of economic factors associated with industry, business, and labor (through industry/labor generated materials).

• IECC's Communications Network provides publications and materials that describe programs of area schools and assists in project expansion to other school areas. The network generates materials for educational institutions, local communities and local IECs, participating agencies, business, industry, labor, and government.

Linkages and Supporting Institutions

The Industry Education Council of California is supported by direct contributions from business, industry, and labor. Government and education agencies participate through grants. These various components affecting the transition of youth to work are engaged in problem-solving, client-centered exercises. Linkages and articulation are built around client needs.

The Industry Education Council of California supports and is affiliated with seventeen community-level Industry Education Councils which deal with youth transition-to-work problems in their own communities through a variety of projects and programs. These community-level councils include:

Fairfield-Suisun IEC
Foothill IEC
Fresno County IEC
Glendale/La Canada IEC
Greater San Diego IEC
Kings-Tulare IEC
Long Beach IEC
Orange County IEC
Riverside-San Bernardino IEC
San Fernando Valley IEC
San Gabriel Valley IEC
Santa Anita IEC
Santa Clara County IEC
South Bay-Harbor IEC
Southeast IEC
Stanislaus IEC
Ventura County IEC

CALIFORNIA

CORPORATE SPONSORS

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California Bankers Association
California Business Roundtable
California Canadian Bank
California Canners & Growers
California Casualty Insurance Company
California Chamber of Commerce
California Federal Savings & Loan
California First Bank
California Portland Cement Company
Calma
W. Ross Campbell Company
Campbell Soup Company
Carter Hawley Hale Stores, Inc.
Castle & Cooke, Inc.
Chem Hill California, Inc.
Chevron, U.S.A.
Clay McGowan & Associates
Clorox Company
Coast Federal Savings & Loan
Coopers & Lybrand
Copley Press, Inc.
Crocker National Bank
Crown Zellerback Corporation
Dart Industries
Del Monte Corporation
Di Giorgio Corporation
Diamond International Corporation
Dresser Foundation, Inc.
Earle M. Jorgensen Company
Fireman's Fund American Insurance Company
Fluor Corporation
Foote, Cone & Belding
General Electric Company
General Motors
General Telephone Company of California
Gibraltar Savings & Loan
Gibson, Dunn & Crutcher
Golden State Mutual Life Insurance Company
Great Western Financial Corporation
Hearst Foundation, Inc.
Hewlett-Packard Company
Host International, Inc.
International Business Machines
Investment Operating Company
KRON-TV
LAACO
Lear Siegler
Levi Strauss & Company
Litton Industries
Lloyds Bank of California
Los Angeles Area Chamber of Commerce
Manufacturers Bank
Metropolitan Life Insurance Company
Monogram Foundation
Monsanto Fund
Moore Dry Dock Company
National Medical Enterprises
Natomas Company
Occidental Exploration & Products
Pacific Gas & Electric Company
Pacific Lumber Company
Pacific Mutual Life Insurance Company
Pacific Telephone & Telegraph Company
Potlatch Corporation
Prudential Insurance Company of America
Robertshaw Controls
Saga Corporation
Security Pacific National Bank
Setzer Foundation
Signal Companies, Inc.
Southern California Edison Company
Southern California Gas Company
Southern Pacific Company
Teledyne, Inc.

Ticor International
Tiger International
Times Mirror
Underground Construction Company, Inc.
Union Bank
United Airlines
United California Bank
Utah International, Inc.
Walt Disney Productions
Western Electric
Western Title Insurance Company
Wismer & Becker Contracting Engineers

PARTICIPATING AGENCIES

ABC Unified School District
Alameda County Department of Education
American Federation of Labor/Congress of Industrial Organizations (AFL-CIO)
Association of California School Administrators (ACSA)
California Association of Distributive Educators (CADE)
California Association of Regional Occupational Centers/Programs
California Association of Vocational Education (CAVE)
California Association of Work Experience Educators (CAWEE)
California Business Education Association (CBEA)
California Career Guidance Association (CCGA)
California Community College, Chancellor's Office
California Community College Counselor's Association (CCCA)
California Community and Junior College Association (CJCA)
California Community College Placement Association (CCCPA)
California Cooperative Education Association (CCEA)
California Department of Rehabilitation
California Federation of Teachers (CFT/AFL-CIO)
California Home Economic Association
California Industrial Education Association
California Math Council
California School Boards Association (CSBA)
California Science Teachers Association
California State Department of Education
California State PTA
California Teachers Association (CTA)
Ceres Unified School District
Compton Unified School District
De Anza Community College
Department of Health, Education and Welfare
Department of Health, Education and Welfare, Region 9
Employment Development Department, State of California
Evergreen Valley Community College
Fairfield-Suisun Unified School District
Foothill Community College
Foothill-De Anza Community College District
Fresno Unified School District
Gilroy Unified School District
Glendale Unified School District
Glendora Unified School District
Governor's Commission on Employment of the Handicapped
Long Beach Community College
Long Beach Unified School District
Los Angeles Unified School District
Mission Community College
Mt. Diablo Unified School District
National Alliance of Businessmen
National Federation of Independent Business
National Manpower Institute
Oakland Unified School District
Pittsburg Unified School District
Riverside County Department of Education
Sacramento County Department of Education
San Diego Community College District
San Diego Unified School District
San Francisco Unified School District
San Jose City College
Santa Clara County Department of Education
South Bay Union High School District

U.S. Department of Labor
U.S. Office of Education
U.S. Office of Education, Career Education

Ventura County Department of Education
West Valley Community College
Whittier Union High School District

CHARLESTON, SOUTH CAROLINA
CHARLESTON TRIDENT WORK-EDUCATION COUNCIL

Director

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Charleston Trident Work-Education Council
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Chairperson

Gabriel Ferrucci
President
Raybestos-Manhattan Industrial Products Company
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North Charleston, South Carolina 29406

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Berkeley, Charleston, and Dorchester Counties comprise the Charleston Standard Metropolitan Statistical Area in the South Carolina Lowcountry. The counties are all adjacent and are closely allied economically, socially, and politically. Encompassing 2,618 square miles, the communities' total population is nearly 400,000. Charleston County has over 24,000 residents. Approximately 31% of the population is black and the median age of the Trident population is 24.4 years.

Economic Base and Outlook

The Trident area has enjoyed vigorous growth in recent years, primarily as a result of numerous manufacturing plant openings and the growing base of trade encouraged by an international port facility. Manufacturing is a growing influence on the economy, as is tourism which contributed an estimated $235 million in income to the community in 1977.

The unemployment rate for October 1978 was 6.7%, compared with 7.7% in October 1977.

Major Employers

As two of the most established employers in the region, government (including local, state, and federal institutions) along with wholesale and retail trade provide employment for 53% of the labor force.

Education Institutions

Area schools include 120 public secondary, 40 private secondary, and 5 postsecondary institutions. The Charleston County Public School System has a relatively new career education component and is a member of the six-community "Alliance for Career Education" directed by Ohio State University.

COUNCIL CHARACTERISTICS

Population Served

The Trident Work-Education Council serves the entire three-county area, which requires planning for the 94,000 young people enrolled in public and private secondary schools, as well as strong working relationships with the five post-secondary institutions in the area.

Development

In the spring and summer of 1976, the College of Charleston's Dean of Career Development, with strong support from the President of the College, sought out leaders in the community to form what is now the Trident Work-Education Council. The first formal meeting was held in September 1976, and a full-time staff member was hired in June 1977. In addition to the College, key actors in the formation of the Council were the Charleston Development Board, Charleston County Manpower Planning Office, Employment Security Commission, United Way, Charleston County Public Schools, Mayor Joseph Riley of the City of Charleston, and several area employers (E. I. du Pont de Nemours and Company, Sears, Roebuck and Company, Robert Bosch Corporation, Charleston Naval Shipyard, Southern Bell Telephone Company, and General Electric Company).

Of major concern to the initiators of the Council was the recent surge in industrial development in South Carolina, particularly in the Lowcountry. Manufacturing is now the fastest growing sector of employment in this three-county community and such employers often require skills not previously used in this predominately agricultural and trade-oriented area.

To begin the second year of full activities, a planning meeting was held in November 1978. Projects undertaken during the course of the previous year were reviewed to ensure that they were indeed events in which the Council should continue to be involved.

Organizational and Leadership Structure

The Trident Work-Education Council operates through special task forces (made up of Council members and nonmembers) and through collaborative efforts with other community groups. The Task Force on Personnel Exchange Programs (later changed to Summer Work-Education Program), and the Task Force on Youth Employment, are examples of Council-operated efforts in a specific project and a research area.

Five council officers are elected: chairperson and four vice-chairpersons for projects, finance, membership, and community relations. Membership on the Council is limited to fifty active members, with forty-three currently serving. Membership consists of seventeen representatives from business and industry, nine from postsecondary education, eight from government, seven from elementary and secondary education, and two from community organizations. Through informal deliberations, a consensus has been reached by the Council that the Chair should be held by a private sector employer from the community. It is felt that in having a chairperson from the private sector, the Council's functions will be recognized as broader than solely education or public sector concerns--the private sector "flavor" provides new viewpoints to the problems addressed. Beyond this strategy, decision-making within the Council is on a very broad base.

Goals and Objectives

The Council exists to: 1) improve linkages between the worlds of education and work; 2) reexamine the goals and expectations of educators, employers, and youth; 3) strengthen the community through the cooperative efforts of people concerned with education and fulfillment of human resources; and 4) identify factors that hinder the successful transition from education to employment, seek solutions to those problems, and actively support programs that prepare students for their futures.

The most recent planning meeting indicated four major areas of focus for the current year: Council management, career education/awareness, community relations, and employment opportunities for youth. The most important objective of the Council is to provide a common ground for communications among isolated institutions and to encourage their participation in Council programs.

Major new activities for the Council this year are to expand elementary and middle school career awareness programs; develop occupational information training sessions for school personnel using Employment Security Commission market analysis techniques; create a speaker's bureau; formalize linkages with local parent-teacher associations; assist school advisory councils in the local community; and make the community more aware of the Council's research and study activities.

Current Activities

- The Summer Work-Education Program employs thirty educators during the summer for six weeks in local businesses and industries. This program was initiated in June 1977, with the intent of giving educators a more accurate view of industrial occupations so they can share this information with students during the school year.

- The Council is compiling a comprehensive report on the local youth employment situation in order to develop a youth employment program.

- At the request of the Governor's Office of Manpower Planning, a proposal is being developed which could incorporate private sector participation in an employment program for disadvantaged youth.

- Another area of Council endeavor is the development of an in-service program for local secondary school counselors to instruct them in career development counseling using resources available through the local Employment Security Commission Office. This program requires linkages with the State Occupational Information Coordinating Committee, the State Employment Security Commission, as well as local generators of labor market data.

- The Council is providing technical assistance to local school advisory councils. The project supports state education legislation which mandates improvements in the advisory councils' performance on behalf of local education institutions.

Accomplishments, Contributions, and Impact

The Council has brought into focus a number of concerns of the community, including youth employment, career education needs, the state's role in minimal competency, and many more issues. The Council has aimed to involve institutions and/or sources of expertise that already exist in the community in addressing those concerns. In the past year, the Council has been involved, in various capacities, in:

- the Summer Youth Employment Campaign;
- development of a Youth Corporation;
- research for a local youth employment profile;
- teacher/counselor education programs;
- public school career education program support;
- support for local school advisory councils;
- the Tri-County Careers Fair;
- expanding relationships within the Work-Education Consortium;
- developing relationships in other communities; and
- exploring new ways of involving Council members in activities.

Three exemplary Council activities are:

- Summer Youth Employment Campaign

The Council assembled a four-member coalition (Trident Chamber of Commerce, Trident United Way, local Employment Security Commission offices, and the Council) to push for more private sector jobs for youth. The effort represented the first nongovernmental emphasis for such a project and was endorsed by the mayors of Charleston and North Charleston. This campaign was given credit for the hiring of youth to fill 200 unsubsidized jobs during the summer of 1978. The local Manpower Office referred to the campaign as "a positive step that would have been most difficult without the leadership of the Work-Education Council." The Council is pursuing plans for a broader campaign this year.

- School Advisory Council Conference

At the Council's initiation, a conference to provide technical assistance to recently mandated local school advisory councils was held in November 1978. The councils are required by state legislation to improve parent-teacher-community interaction at the local level. More than 400 local Council members participated in the five-hour conference. Cosponsors of the affair were Trident 2000 (a local citizens' planning group) and the School Advisory Council Assistance Project at the University of South Carolina. The conference represented the largest effort of its kind in the state and a more comprehensive approach to the intent of the legislation than previous efforts of the State Department of Education.

- Summer Work-Education Program

Twenty-four local educators were placed in local businesses and industries for six weeks during June and July 1978. The participants worked at as many as three entry-level jobs for four days each week. The fifth day was spent in an academic setting to study career development and work in America. The purpose of the effort was to familiarize educators with jobs that are available in the area. Eleven employers in the Trident area participated in this program. Educators' salaries were paid by participating employers and represented a cash investment of $17,000 in wages. Participants received three hours of graduate credit. The program was designed, developed, and implemented by the Council with assistance from local school systems, employers, the Citadel, and the General Electric Educational Foundation. The Program was cost-free to participants and local school systems and used no public sector funds.

Local Linkages and Supporting Institutions

Since the establishment of the Council, the College of Charleston has donated office space and has acted as the Council's fiscal agent.

Principal informal and formal linkages include:

- Informal Linkages

  Governor's Office of Manpower Planning
  South Carolina Occupational Information Coordinating Committee
  State Office of Career Education
  Trident 2000
  School Advisory Council Assistance Project at University of South Carolina (a Mott Foundation Project)
  Charleston County Manpower Planning Office
  Greenville Metro Alliance of Business
  Charleston Industrial Training Center
  General Electric Educational Foundation

- Formal Linkages

  Charleston Higher Education Consortium (and all member institutions)
  Superintendents' Offices of Berkeley, Charleston, and Dorchester School Systems
  Career Education Department - Charleston County Schools
  Guidance and Counseling Department - Charleston County Schools and Berkeley County Schools
  Trident Chamber of Commerce
  National Manpower Institute

CHARLESTON, SOUTH CAROLINA

COUNCIL MEMBERSHIP

Kathryn Altman
Coordinator of Guidance Counselors
Charleston County Schools

Skip Baliles
Personnel Manager
Sears Roebuck and Company

Ted A. Beach
Associate Superintendent for Local Administration
Charleston County Schools

Ernest H. Bennett
Manager
E. I. du Pont de Nemours and Company

John M. Bevan
Vice President for Academic Affairs
College of Charleston

Henry Bonner
Superintendent of Education
Berkeley County Schools

Howard C. Bowie, Jr.
Manager
Sears Roebuck and Company

Melvin Brown, Jr.
President
American Development Corporation

Hugh T. Burleigh (Council Vice-President)
Director of Manufacturing
Original Equipment Division
Robert Bosch Corporation

Cyril Busbee
Superintendent of Education
State of South Carolina

Edward M. Collins
President
College of Charleston

Jack Day
Director of Management/Engineering
Charleston Naval Shipyard

James M. Deaton
Executive Vice President
Charleston Trident Chamber of Commerce

Lawrence G. Derthick, Jr.
Superintendent of Education
Charleston County Schools

Tony Dukes
Regional Supervisor
South Carolina Department of Juvenile Placement and After Care

Gabriel Ferruci (Council President)
President
R-M Industrial Products Company

Jack Flynn
Industrial Relations Manager
Westvaco Corporation

Charles Fruit
Executive Director
Trident United Way

Stan Gale
Vocational Director
Berkeley County Schools

Kurt A. Geib
Staff Associate, Educational Relations
Southern Bell Telephone

Barbara G. Gilliard
President
Burke High School Parent-Teacher Association

H. E. Godshall
District Manager
Southern Bell Telephone Company

John B. Henty
Manager, Professional Relations
General Electric Company

William W. Humphreys
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Charleston Development Board

Malcolm C. Hursey
Industrial Service Representative
Trident Technical College

Ernest Jenkins
Manager
South Carolina Employment Security Commission

Marvin J. Johnson
Personnel Superintendent
E. I. du Pont de Nemours and Company

Wesley Kennedy
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Baptist College at Charleston

Anne Kilpatrick
Manager, Employees and Community Relations
R-M Industrial Products Company

R. E. Lapin
Industrial Service Representative
Trident Technical College

Gary LeCroy
Director
Berkeley County Development Board

Thomas W. Mahan
Dean of Graduate and Continuing Education
The Citadel

Charles W. McGill
Superintendent of Education
Dorchester County Schools

James H. Mullen
Administrative Assistant to the Mayor
City of Charleston

Jack O'Keefe
Executive Director
Manpower Department, Charleston County

Sam Pike
Assistant Manager
South Carolina Employment Security Commission

Klaus Reinert
Plant Manager
Verona Dyestuff Division, Mobay Chemical Corporation

Joseph P. Riley
Mayor, City of Charleston

Herbert J. Scholz
Plant Manager
General Electric Company

John C. Titus
Area Manager
U.S. Civil Service Commission

Frank van Aalst
Dean, Career Development
College of Charleston

Charles F. Ward
President
Trident Technical College

John Zemp
Dean, Graduate Studies
Medical University of South Carolina

CHICAGO HEIGHTS, ILLINOIS

WORK-EDUCATION COUNCIL OF THE SOUTH SUBURBS

Director

Work-Education Council of the
South Suburbs
c/o Prairie State College
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Chicago Heights, Illinois 60411
(312) 755-2850

Chairperson

Richard Creal
President
Prairie State College
P.O. Box 487
Chicago Heights, Illinois 60411
(312) 756-3110

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The Chicago Heights area encompasses 250 square miles with thirty-five towns and villages in southern Cook County with a total population of 500,000. The area ranges in diversity from old established heavy industry towns such as Chicago Heights and Harvey to fast growing commuter communities such as Park Forest; from the suburban affluence of Olympia Fields and Flossmoor to the semi-urban poverty of Posen Village and the largely black communities of East Chicago Heights and Phoenix Village.

In 1970, the four largest communities in the area were Chicago Heights (40,900), Calumet City (36,550), Harvey City (33,860) and Park Forest (33,310). Approximately 8% of the total population was black and 3% Spanish speaking. Minority population is concentrated in East Chicago Heights (97% minority), Phoenix Village (88%), Dixmoor Village (65%), Markham Village (50%), Harvey (31%), and Chicago Heights (17%).

Economic Base and Outlook

The economy is based on industry and trade, and is affected by a number of socio-economic forces in the area including its location at the hub of national transportation systems, a high rate of immigration, and a diversified population. Unemployment in 1976 was estimated at 8% of the total population and ranged from 20% to 40% for youth 16 to 21 years old.

Major Employers

Employers in the Chicago Heights area with over 500 employees include: Allis Chalmers Corp. (engine builders), Bliss and Laughlin Steel Co., Illinois Central Gulf Railroad Co., Interlake Inc. (steel), Metro Containers, and Sober Howard Inc. (motor carrier). Smaller firms that employ from 300 to 500 workers are Agricultural Components Division, Allied Tube and Conduit Corp., Atlantic Richfield Co. (petro products), Commonwealth Edison Co., and Cambridge Wire Cloth Co. Unionization is heavy in this area of Illinois with the United Steelworkers of America (USW), District 31, the most politically active, and the United Auto Workers (UAW), Local 588, the largest.

Education Institutions

Over 100,000 students are served by the area's thirty-seven elementary school districts, eight secondary school districts (with sixteen high schools) and one Unit School District with one high school. The postsecondary institutions in the area are Prairie State College, Thornton Community College, and Governors State University.

COUNCIL CHARACTERISTICS

Development

The Council was organized through a series of community meetings in May 1976, initiated by the presidents of Prairie State College and Thornton Community College. The presidents met with superintendents of high school districts; the Apprenticeship Advisory Committee; local government officials; members of industry, business, and finance; and labor union officials to discuss the collaborative work-education council concept. A project committee was formed in June 1976, and the general goals and structure of the Council were developed during the ensuing months. Temporary officers elected in January 1977 developed by-laws, planned a budget, reviewed council goals, and hired an executive director.

Organizational and Leadership Structure

At the first annual meeting of the Council in May 1977, by-laws were adopted and regular officers (a president and four vice presidents for finance, membership, projects, and community relations) were elected. The Council was incorporated as a private, nonprofit organization in June 1977 and received tax-exempt status in July 1977. Council members are representatives from business/industry, education, labor, and government.

Goals and Objectives

Major goals in the coming year include:

- improving basic skills of students who will soon enter the job market, focusing on competency and attitude;
- improving placement services for youth who are leaving school and entering the job market;
- increasing the exposure of high school students to actual work experiences;
- improving pre- and post-employment training programs with an emphasis on skills assessment and remedial training;
- improving career counseling programs for young adults, particularly those at the secondary and community college levels;
- emphasizing economic education for students and teachers;
- developing programs to train youth for employment in industries where qualified employees are in short supply;
- developing a coordinated statewide network of work-education councils; and
- cosponsoring a Career Guidance Institute for teachers and counselors.

Current Activities

Current programs and activities of the Work-Education Council of the South Suburbs include:

- speakers in the classroom;
- teacher internships in industry;
- linking local career information centers with remedial and placement centers in the South Suburbs (Job Bound Center and Computerized Career Guidance Center);
- workshops and conferences with educators to impress upon them needs employers have for an improved and broader career-oriented curriculum (based on their Employers' Needs Survey);
- researching the career education needs of educators, students, and parents, and correlating this input with employer needs for program development;

- developing a model curriculum for use by area schools; and
- informing the local community, as well as statewide agencies, about work-education issues through a monthly newsletter.

Accomplishments, Contributions, and Impact

The Work-Education Council is becoming a resource center and a clearinghouse for education/employment information in the South Suburbs. The Council has:

- provided speakers for an in-service workshop sponsored by a local community college;
- compiled a list of employers to contact for career day participation;
- provided technical assistance to a local community college in establishing a school-based employment center;
- provided local high schools with lists of employers who would participate in the summer internship program for teachers;
- provided speakers at local high school orientation programs; and
- provided resource information and advice in setting up area Private Industry Councils.

The Council has acted as a clearinghouse and broker for information and programs. Prior to the existence of this Council, there was no central organization to answer requests for information and assistance. The Council has coordinated the exchange of information and resources among and between the institutions it serves.

CHICAGO HEIGHTS, ILLINOIS

COUNCIL MEMBERSHIP

Charles Barnes
President
United Cement, Lime and Gypsum Workers Local 426

Richard Benazquen
Architect
R. Benazquen Associates

Richard Carrabine
Superintendent
Bloom Technical High School District 206

Richard Creal (Council President)
President
Prairie State College

Charles Creasser
Department Head
Prairie State College

Thomas Deem (Council Vice President of Membership)
Administrator
Governors State University

Myles Gerson (Council Vice President of Projects)
Vice President
Allied Tube

William Gordon
President
Heritage Glenwood Bank

Sharon Hamilton
Principal
Taft Elementary School

Ruth Hartison
Member
United Steel Workers of America

Nathan Ivey
President
Thornton Community College

Wellington Kendall
Employment Manager
Wyman-Gordon Company

Donald Kreger (Council Vice President of Finance)
Investment Consultant
Kreger Capital Management

Leo Goodman-Malamuth II
President
Governors State University

Jerry McLean (Council Vice President of Community Relations)
Realtor
Freitag Land Realty

Joseph Monaghen
Director
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Jack Nugent
Business Agent
International Association of Machinists and Aerospace Workers

Edward Paesel
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Village of Sauk Village

Norman Polaskey
Administrator
Bremen Community High School District 228

Norma Rooney
Administrator
Thornton Community College

Elizabeth Ruyle
Executive Director
South Suburbs Mayors and Managers

Robert Sutter
Manager
Calumet Steel Company

Lester Wolf
Vice President
Suburban Federal Savings and Loan

ENFIELD, CONNECTICUT
NORTH CENTRAL CONNECTICUT EDUCATION-WORK COUNCIL (EWC)

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The Education Work Council (EWC) serves ten towns in north central Connecticut. For many services, however, this area is extended to include seven additional communities in western Massachusetts and twenty-nine additional communities in the capitol region of Connecticut. This extended area includes Hartford and Springfield, Massachusetts. The population ranges from 160,000 in the primary area to over 1,000,000 for the entire region.

The minority population of the region ranges from 7%-10% in the core cities and adjacent suburbs. Blacks and Hispanics make up 1%-2% of the population of the outer suburban and rural communities. Additionally, sizeable segments of the population maintain strong ethnic identification.

Economic Base and Outlook

Major area industries include toolmaking, aircraft parts, machinery, electrical and electronic components, manufacturing, and metal fabricating. Critical shortages of skilled labor exist in these industries; over 80% experience difficulty recruiting trained personnel.

Of growing importance in the region are retail and wholesale distribution centers. Major expansions and new facilities are planned or are under construction. There is general expansion of the economy and less reliance on the traditional mainstays of defense and government contracts. This dependence has caused severe unemployment in the past. Current unemployment is 4.2% with rates for youth and minorities generally higher. Income levels range from low to upper middle with a very small high income group.

Education Institutions

The public school systems (K-12) are generally good, but improvements are needed. Resources vary with the size and wealth of the community. Connecticut is revising its system of educational finance and it is expected that the north central region will be favorably affected.

At the postsecondary level, the region is served by four Connecticut community colleges, a two-year technical college, two four-year universities, and four four-year colleges. The Massachusetts region is served by a technical community college, a university, and six private colleges. Numerous proprietary schools, ranging from business to broadcasting to metal trades, are also in the region. Three state vocational technical schools and a satellite program are in the Connecticut area. An additional satellite program will begin in September 1979 in conjunction with Asnuntuck Community College in Enfield. Plans call for the creation of a full vocational technical school associated with the college within six to ten years.

COUNCIL CHARACTERISTICS

Development

The EWC grew out of the work of dedicated individuals representing the community. Using the community college as a revitalization force in north central Connecticut, the president of Asnuntuck Community College worked with ten superintendents of schools to develop human resource development plans and, in 1974, established the Circle Consortium. The Consortium soon melded into a more broadly representative body which became known as the Enfield Work-Education Council.

The Work-Education Council began to develop a regional approach to problems relating to the transition of youth to work. The Council's effectiveness was enhanced in 1977 by funding and staff support from the American Association of Community and Junior Colleges through a grant from the Department of Labor, and by its association in the national Work-Education Consortium.

Current development is focused on fine tuning programs, processes, goals, and objectives. With increasing legitimacy and regional community support, long-range goals are receiving more attention. Simultaneously, the Council is expanding its sphere of influence by participating in efforts to build a statewide consortium of education-work councils. These efforts include encouragement and technical assistance to communities interested in forming their own councils.

Organizational and Leadership Structure

The Education Work Council is the formal body which makes major policy decisions. Four work groups (informal subdivisions) provide the data and other information for Council activities. An Advisory Committee maintains the momentum of the Council and directs delivery of services.

Work group members are representatives of business, education, labor, and government. Since its inception, Council membership has expanded from a core group to eighty-nine members. Representation is as follows: manufacturing (12.6%), business (14.9%), public service (25.3%), education (23%), labor (4.7%), associations (10.3%), youth (2.3%), and other (6.9%). EWC co-chairpersons are representatives from business, labor, and education.

Goals and Objectives

The Council's general long-range goals are to: 1) ease the transition of youth and adults from non-work to work; 2) promote economic development and job creation through strategic planning; and 3) coordinate human resource development and economic policy plans.

The Council has established as a specific goal the development of a Connecticut River research corridor encompassing the entire EWC service area. Geographically coinciding with the Connecticut River Valley-Interstate Highway Corridor, the research corridor idea is based on a need for technological innovation within the region to foster economic development, make use of available resources, and create jobs. The concept is patterned on projects in North Carolina (Triangle Research Park), California (Stanford Industrial Park), and Massachusetts (Route 128 in Boston).

Current Activities

The strength of the EWC rests with its membership. The members demonstrate their concern through participation in one of four autonomous work groups which decide policies, programs, and services to be sponsored by the EWC. Current and planned activities include:

- a Career Resource Directory, which is nearing completion, that catalogs resources of the community for youth, teachers, and counselors;

- a Work Council Network that will establish councils in other regions in accordance with CETA, Vocational Education, and Department of Labor mandates (this project is pending funding):

- the Legal Barriers to Youth Employment Brochure that highlights present restrictions to youth employment;

- an Occupational Folklore Festival to be held in June 1979. This festival will highlight occupations needing limited training. Workers in such occupations and their "tall tales" will be the focal point; and

- Employer-Based Research to identify high priority occupations and skills required to perform them. The research will be used to modify high school curriculum, pending funding.

Accomplishments, Contributions, and Impact

- A Regional Manpower Planning Seminar in April 1978 focused on long-range planning to revitalize the region.

- A Strategic Planning Workshop in November 1978 for corporate chief executives and senior line officers focused on human resource planning as part of long-range planning.

- A 16mm film, Jobs Go Wanting, about the skilled worker shortage in the metal trades was produced and targeted to students in grades eight through ten.

- Slide Cassette Presentations were developed about twenty occupations requiring limited academic training. These presentations are targeted to students in grades eight through ten.

- A Student Career Survey was given to 8,000 students in eighth, ninth, and tenth grades in ten towns to identify interests and aspirations. The results were used by school superintendents to draft a proposal for a master plan for career and vocational education.

- The Education Work Exchange is the Council's bi-monthly newsletter.

- Research on Relevant Barriers identified and prioritized barriers to youth employment within the region.

- An Education Work Transition Conference in October 1978 was attended by 140 people from business, labor, education, and government. The conference addressed ways to link the public and private sectors to meet manpower needs.

• A Work Experience Brochure for EWC coordinators clarifies EWC's programs to parents and local employers.

Local Linkages and Supporting Institutions

The EWC has established formal and informal linkages with the following organizations:

Aetna Life and Casualty
Amalgamated Meatcutters
American Association of Community and Junior Colleges
Asnuntuck Community College
Capitol Region Council of Governments - Economic Development Committee
Capitol Region Education Council
Chambers of Commerce (Manchester, New Britain, and South Windsor)
Comprehensive Manpower Planning (CETA Prime Sponsor)
Computer Processing Institute
Connecticut Balance of State (CETA Prime Sponsor)
Connecticut Business and Industry Association
Connecticut Career Education Task Force
Connecticut Department of Commerce
Connecticut Department of Education: Office of Career Education and Division of Vocational Education
Connecticut Department of Labor
Connecticut Joint Council on Economic Education
Connecticut Public School Systems (Enfield, Somers, East Granby, Granby, Suffield, Ellington, East Windsor, Windsor, Windsor Locks, Stafford, and Hartford)
Connecticut State Labor Council, AFL-CIO
Customized Manpower Development Corporation
Dexter Corporation
Digital Corporation
Greater Enfield Chamber of Commerce
Greater Hartford Building Trades Council
Greater Hartford Chamber of Commerce - Human Resources and Education Committee
Greater Springfield Chamber of Commerce
Hamilton Standard (Division of UTC)
Hampshire Education Collaborative
Human Resources Development Institute, AFL-CIO
Institute of Governmental Services (University of Massachusetts)
International Association of Machinists
Johnson Memorial Hospital
Labor Education Center (University of Connecticut)
LEGO Systems, Inc.
Leybold-Heraeus Vacuum Systems, Inc.
Loctite Corporation
Lower Pioneer Valley Education Collaborative
Manufacturers Association of Hartford County
Massachusetts Public School Systems (West Springfield, Springfield, East Longmeadow)
National Association of Industry-Education Cooperation
National Manpower Institute
New England Association of CETA Prime Sponsors
Northeast Utilities
Office of Congressman Moffett
Pratt & Whitney Aircraft (Division of UTC)
Public Schools (Rockville, Bristol, South Windsor)
Southern New England Telephone Company
Technical Education Research Center
Travelers Insurance Company
United Technologies Corporation (UTC)
Westover Metropolitan Development Corporation

ENFIELD, CONNECTICUT

COUNCIL MEMBERSHIP

Advisory Committee

Carol Aiken
Division of Vocational Education

Laroy Brown
Division of Vocational Education

David Cooper (Council Co-Chairperson)
State Labor Council

Mary Lou Crane
Office of Congressman Moffett

Brian Gilmore
Greater Hartford Chamber of Commerce

John J. Healy (Council Co-Chairperson)
LEGO Systems, Inc.

Douglas Hutchins
Connecticut Department of Commerce

Thomas McClain
Institute of Governmental Services

Daniel R. McLaughlin (Council Co-Chairperson)
Asnuntuck Community College

Nelson Quinby
Windsor Public Schools

William Rocks
Connecticut Alliance of Business

Occupational Folklore Work Group

John Albano
Computer Processing Institute

Phillip Beaudoin
Hamilton Standard

Paul Bjorndahl
Connecticut Department of Labor

Nancy Casasanta
Prudential Life Insurance Company

John Doyle
Granby High School

Robert Doyle
Robert B. Doyle Agency

Betty Finn
Johnson Memorial Hospital

Marty Harper
Capitol Region Education Council

Lisa Jenney
Southern New England Telephone Company

Robert Loughlin
Computer Processing Institute

William O'Brien
Greater Hartford Building Trades Council

Ruth Prosser
West Hartford Public Schools

Joan Shea
Pratt & Whitney Aircraft

Kenneth Theroux
Hamilton Standard

Karen Viets
Southern New England Telephone Company

Work Group I: Community Forums - Public Awareness

Amelia Battalino
Travelers Insurance Company

David Cheney
Rosen Enterprises

Ernest Czepiel
Amalgamated Meatcutters

Jacqueline Danzberger
Hartford Public Schools

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Capitol Region Education Council

Clarence Green
Connecticut Department of Education

Arthur Greenwald
Graduate Student

Charles Haller
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Edward Hamblin
Connecticut Joint Council on Economic Education

Carol Lacy
Connecticut Career Education Task Force

Ray Lambert
Pratt & Whitney Aircraft

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New Britain Chamber of Commerce

Marie McCormick
Stratford Public Schools

Richard Mullen
Urban League

Richard Noyes
Manufacturers Association of Hartford County

Gary Parkman
Windsor Public Schools

Richard Rose
Southern New England Telephone Company

Edward Sillari
Educational Consultant

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Robert Tomczak
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Edward Wooden
Community Renewal Team

James Yablonski
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Work Group II: School-Business-Labor Partnerships

Otis Anderson
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Shiela Beach
Ellington Public Schools

Hank Bennett
Asnuntuck Community College

George Benoit
Windsor Public Schools

John Carniglia
Rockville Public Schools

Raymond Cooke
West Springfield Public Schools

Edward Cooper
United Auto Workers

Peter D'Arrigo
Windsor Locks Public Schools

Sidney Dupont
Suffield Public Schools

Vincent Ganci
Stafford Public Schools

Bernard Gareau
Rexnord, Inc.

Ellen Gold
Connecticut Bank & Trust Company

John Goldsmidt
East Windsor Public Schools

James Gregor
Suffield Public Schools

Manley Hart
Lower Pioneer Valley Education Collaborative

Myron Howard
Association of Training and Education Professionals

Robert Jackson
Urban League

Marilyn Juneau
Combustion Engineering

Alfred Lederman
East Granby Public Schools

Peter Luchina
South Windsor Public Schools

Louis Mager
Enfield Public Schools

John McDermott
Digital Corporation

Robert Noonan
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Louis O'Mara
Rockville Public Schools

Thomas Papasian
Somers Public Schools

Walter Popper
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Clifford Randall
Windsor Locks Public Schools

Nelson Reiner
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Bruce Shepard
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Richard Shurtleff
East Longmeadow Public Schools

Arthur Slanetz
Slanetz Corporation

Sidney Snegg
Springfield Public Schools

Robert Snow
American Saw & Manufacturing Company

Paul Sorbo
Windsor Public Schools

Pasquale Starble
Granby Public Schools

Roderick Sullivan
Connecticut Light & Power Company

Richard Teller
East Windsor Public Schools

Ronald Thomas
Terry Corporation

Charles Warner
Somers Public Schools

Catherine Warren
Enfield Public Schools

Herbert Watson
Leybold-Heraeus Vacuum Systems, Inc.

Harry Zeroogian
Enfield Public Schools

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New England CETA Council

Thomas Bradham
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Daniel Brown
Attorney

Edwin Carty
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Norman Donnegan
Department of Health, Education, and Welfare
Region I

Vincent McGovern
Westover Metropolitan Development Corporation

Thomas Mooney
Attorney

Carl Sahi

Irving Schein
Human Resources Development Institute, AFL-CIO

Wesley Vasco
Windsor Public Schools

Gregory Zinck
Windsor Public Schools

ERIE, PENNSYLVANIA
EDUCATION-WORK COUNCIL OF ERIE CITY AND COUNTY

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Education-Work Council of
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Chairperson

Joseph P. Scottino
President
Gannon College
109 West Sixth Street
Erie, Pennsylvania 16501
(814) 871-7000

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Bordered on the east by New York State and on the west by Ohio, Erie County occupies Pennsylvania'a narrow access corridor to the Great Lakes, fronting along the southeastern shoreline of Lake Erie. In 1975, an estimated 274,300 persons resided in Erie County's 831.5 square mile area. Approximately 47% of the county's population is found within the City of Erie. The City of Erie, the county seat, is the third largest city in Pennsylvania.

The majority of the population is of European derivation, with 17% born outside of the United States. Poles, Italians, and Germans predominate. Blacks comprise 3% and 7% of the county's and city's populations respectively. 18.5% of the population is between 16 and 21 years old.

Economic Base and Outlook

Unemployment in the Erie area labor market has remained approximately 1.0% to 1.5% higher than the national average during the last three years. The region's greatest employment activity is in manufacturing, retail trade, commerce, and health services. Industrial employment activity is largely confined to skilled trades and crafts: machine operation, tool and die making, maintenance, specialty welding, etc.--occupations currently in short supply in the local labor market.

The anticipated decision by the United States Steel Corporation to construct a $3.5 billion steel plant on the Ohio-Pennsylvania border would have a significant impact on the economic base of the county.

Major Employers

Over 450 national and local manufacturing establishments constitute the economic base of the county, employing approximately 45% of the area's total work force. The five largest industries, based upon employment, are transportation equipment, fabricated metal products, machinery, rubber and miscellaneous plastics products, and primary metal products. The Erie plant of the General Electric Company is the single largest employer in the county. Approximately 85% of the county's 460 manufacturers employ fewer than 100 workers.

Education Institutions

There are twelve public and one parochial school districts in the county. The area is also served by three secondary vocational-technical schools and one adult skills training facility. Also located within the county are six postsecondary institutions, including Behrend College (of the Pennsylvania State University System), Edinboro State College, Mercyhurst College, Villa Maria College, Gannon College, Erie Business Center, and four private trade schools.

COUNCIL CHARACTERISTICS

Development

The principal organizing impetus for the Erie Council was provided by the Youth Services Coordinating Council (YSCC), a nonprofit association of over 100 youth service agencies, organizations, and institutions. Additional early support was provided by local educational and industrial leaders.

In December 1976, the YSCC and a group of local leaders established an ad hoc "Committee on Education and Work." Through the winter and spring of 1977, the committee worked toward developing greater community and institutional awareness of the problems youth encounter in the transition from school to work. The feasibility of the collaborative council was examined and the committee determined that such a council would be beneficial to the area. Monthly meetings to determine membership, organizational structure, and agenda took place. In April 1977, the Erie Council was selected to participate in the National Manpower Institute's Work-Education Consortium. During the summer and fall of 1977, the committee adopted a formal set of by-laws, hired an executive director, elected permanent officers, and attained nonprofit status.

Organizational and Leadership Structure

The membership of the Council elected twenty-two people to its Board of Directors, which includes representatives from business, education, industry, labor, government, and youth services. The Board then elected four executive officers. The Board and its officers act in behalf of the Council and submit

all major policy recommendations and decisions to the Council membership for review and comment. The Mayor of the City of Erie and the Commissioner of the County of Erie serve as ex-officio and honorary co-chairpersons of the Council. Administrative services to the Council are provided by an executive director and a secretary.

Goals and Objectives

The Council was established primarily to serve as a forum and resource for local agencies and institutions that were concerned with improving the labor market prospects and performance of Erie County youth and young adults. Early in its development, members established the following overall objectives for the Council:

- to analyze the transition of youth in the Erie community from education to the world of work;
- to identify the problems youth encounter in the transition and to determine the causes of those problems;
- to formulate recommendations for action programs that will help resolve the problems;
- to implement, when feasible, such action programs through existing institutions, organizations, and agencies; and
- to evaluate the effectiveness of the action programs.

In carrying out these objectives, the Council has identified a number of issues relating to the education-to-work transition of youth in the Erie community, which are listed below. Continuing analyses of these issues guide the short- and long-term activities of the Council:

- the adequacy of school curricula in preparing youth for the world of work;
- the effectiveness of school guidance and counseling programs in acquainting students with future career choices and prospects;
- the degree to which concepts of career education are implemented in school curricula and educational programs;
- the availability to students of part-time and summer employment opportunities and of such programs as Neighborhood Youth Corps and work-study programs;
- the availability of vocational and technical education programs and the relevance of such programs to employment potentials;
- the responsiveness of manpower programs to the employment problems of youth;

- the adequacy of vocational counseling, training, work orientation, and job placement programs for handicapped people, minorities, and women;

- impediments to the transition from education to work resulting from legislation, labor, and employment practices; and

- the effectiveness of outreach programs to unemployed and underemployed out-of-school youth and the adequacy of coordination of counseling, training, and placement services provided to such youth by various public and private agencies and programs.

Current Activities

The Council is currently reviewing the potential impact of a proposed U.S. Steel facility upon youth employment and training prospects. Additionally, numerous Council members are involved in a variety of developmental activities that are being administered through their respective agencies and jurisdictions in such areas as career education, youth programming under YEDPA, work and service experience programs, postsecondary career development, in-service activities for educators, and others.

Accomplishments, Contributions, and Impact

Major activities that have taken place through 1978 fall into two general categories:

- Efforts to increase knowledge and use of existing career-related resources

  - The Council compiled and published the county's first Directory of Local Career-Related Resources for Youth and Young Adults. The publication contains listings and descriptions of over eighty current programs, projects, and services in Erie County and is provided free to local counselors, personnel officials, youth service workers, and other interested people.

  - The Council compiled and published a Reference Guide to Vocational Education Programs in Erie County. This publication lists over ninety secondary, adult, postsecondary, and publicly sponsored vocational education programs available through Erie City and County agencies and institutions.

  - Profiles of Exemplary School-to-Work Activities provides in-depth descriptions of twenty local activities that have proven to be particularly successful in helping youth and young adults better prepare for the world of work.

  - The Council has been instrumental in developing a Community Resources Clearinghouse that facilitates the use of outside resources by classroom teachers throughout the county. The service is operated through a local education agency.

• Efforts to strengthen and expand vocational development opportunities for local youth and young adults

• Council members and staff have been working to enhance both the local labor market prospects and the performance of area youth by strengthening vocational development opportunities. Council Board members and staff participate on advisory councils to Erie area vocational-technical schools and have contributed to the long-range planning activities of those institutions.

• The Council staff has assisted both the Manufacturers Association of Erie and the Greater Erie Chamber of Commerce in their efforts to increase the use of their respective manpower needs surveys by schools and youth organizations.

• The Council has compiled and published an Inventory of Vocational Programs which contains the county's first census of training program participants in numerous occupational groupings. This publication also provides valuable enrollment projection data.

• In an effort to promote youth employment in the private sector, the Council has prepared a publication for personnel officials entitled Hiring the Young Worker: A Reference Guide to Child Labor Laws, Wage and Hour Provisions, and Sources of Young Workers.

ERIE, PENNSYLVANIA

COUNCIL MEMBERSHIP

Donald Albertson
Erie County Technical School

Gertude A. Berber
Dr. Gertude Barber Center

Bruce Begin
Sara Reed Children's Center

Henry Bell
Sheet Metal Workers, Local Union 12

Joe Borgia
U.E. Local 506

Pat Bruno
Erie Office of Manpower Services

Gary Bukowski
Allegheny College, Meadville

Timothy Burke
Behrend College

Harry L. Cotters
I.B.E.W. Local Union 56

Paula Deslatte
Gannon College

Ted Dombrowski
Carpenters Local Union 81

Martin P. Eisert
Erie Insurance Group

James Ferrare
N.W. Tri-County Intermediate Unit

Kenneth Frantz
N.W. Tri-County Intermediate Unit

Daniel Freeman
Northwestern Public School District

Kevin Galvin
Dr. Gertrude Barber Center

Max Gill
Manufacturers Association of Erie

Bernie Gorniak
Greater Erie Chamber of Commerce

Howard E. Henderson
Youth Services Coordinating Council

R.C. Henshaw
Lord Corporation

Richard L. Herbstritt
Gannon College

Richard Hilinski
Erie Public School District

Susan Black-Keim
Council on Volunteers in Erie

Irvin Kochel
Behrend College

Howard R. Jonas
Erie Building Trades Council

Robert Kubiak
Erie County Personnel Association

Mary Lamary

Carol Marfisi
United Cerebral Palsy of Northwest Pennsylvania

Anne McCallion
Certified Public Accountant

Jean McClenathan
Erie Public School District

Marge McLean
Iroquois Area School District

Frank Plasha
American Sterilizer Company

Joseph Podolsky
General Electric Company

Khalil Rabat
Opportunities Industrialization Center

Russell D. Robison
Executive, County of Erie

James Roseberry
Bureau of Employment Security

Thomas Schneider
Erie County Department of Employment
and Training

Joseph P. Scottino (Council President)
Gannon College

Thomas Scully
Dr. Gertrude Barber Center

Sherrie Shorts
United Cerebral Palsy of Northwest Pennsylvania

John Signorino
Juvenile Probation Office

William Silkman
Erie County Technical School

Ken Skonieczka
Erie County Technical School

Robert Tauber
Behrend College

Frederick D. Thompson
Gannon College

Louis J. Tullio
Mayor, City of Erie

David Van Amburg

Douglas Watson
Greater Erie Community Action Committee

Bud Williams
Plumbers and Steamfitters Local 333

Geraldine Zurn
Erie School Board

FAIRBANKS, ALASKA
TANANA VALLEY EDUCATION—WORK COUNCIL

Director

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Project Administrator
Tanana Valley Education-
Work Council
Regional Adult Learning Center
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Fairbanks, Alaska 99707
(907) 452-8731

Chairperson

Linda Pearson
Hutchison Career Center
3750 Geist Road
Fairbanks, Alaska 99701

COMMUNITY CHARACTERISTICS

Location and Size

Fairbanks and the North Star Borough are located in central Alaska, on the Tanana River, 250 miles north of Anchorage. Population of the Fairbanks North Star Borough has dropped from a peak of nearly 72,000 in 1976 to approximately 61,000 in late 1978, which is a 21% increase over the 1973 pre-pipeline level.

Economic Base and Outlook

Fairbanks, the commercial and geographic center of interior Alaska, has an economy characterized by periods of high economic activity interspersed with general recessions. These economic cycles are reflected in a work force that relies heavily on seasonal, low-skill jobs in construction trades, with little emphasis on career planning.

In the late 1960s, oil wells on the North Slope led to construction of the Trans-Alaska oil pipeline, which transformed Fairbanks into a boomtown. The city of Fairbanks doubled in size and spilled out into previous wilderness. Many new retail stores and restaurants were introduced, but employment turnover was extremely rapid. Local merchants, for once having enough business to see large profits, faced the irony of not being able to keep employees.

Major Employers

The University of Alaska, with a main campus near Fairbanks, has been a

steady and important factor in the economy. Now that the pipeline is completed, the area has quieted down, and the University is again the largest and most stable employer. The state is planning to fund several major construction projects this year, but CETA jobs are currently the major source of employment in the region. Unemployment is estimated at 18-20%.

COUNCIL CHARACTERISTICS

Development

The Tanana Valley Education-Work Council was initially funded February 15, 1977. A temporary administrator made community contacts and set up the office at Tanana Valley Community College. A full-time Council director and secretary were hired in April 1977.

The first Council meeting, on June 8, 1977, was attended by eight community leaders. A chairperson was elected in July at the second meeting. Task groups were established to look into proposed Council activities. In October 1978 the Education-Work Council separated from its original sponsoring agent, the Tanana Valley Community College, and joined the Regional Adult Learning Center.

Organizational and Leadership Structure

The full Council meets less than monthly for general discussions and major policy setting. The Executive Board is composed of the chairperson, the fiscal agent, and one Council member. The leadership consists of representatives from secondary and higher education, and business.

Council membership has increased to fifteen and now includes representatives from organized labor, community associations, all levels of education,

Goals and Objectives

The objectives for this year demonstrate a more intense involvement in direct services than in the past. Overall objectives include:

- continuing and expanding community networking;
- developing a Career Development Resource Center, with special emphasis on seminars for young people and employers;

- staff development activities in the community;
- establishing a Human Resource Board; and
- increasing private sector and labor representation on the Council.

The Council will continue to lobby for increased state funding of career education programs, and for more appropriate use of CETA discretionary funds in Alaska. The Council will submit a proposal to the Office of Career Education in June for core and programmatic support of the Education-Work Council.

Current Activities

- The need for a Career Development Resource Center (CDRC) was articulated at a Council meeting in the winter of 1978. The area is suffering from a lack of community awareness regarding the nature and value of career development, a lack of available services, staff development, and research in the area of career development. The purpose of the CDRC is to fill those gaps.

The Career Development Resource Center is the major focus of the Council's energy. This center will be a catalyst to career development in the community. In order to benefit the largest number of people, the Council feels the CDRC will eventually become part of a revitalized, reorganized Hutchison Career Center (the alternative high school), serving youth and adults, and not operated by the school district alone.

Accomplishments, Contributions, and Impact

- The Pre-Employment Conference held in the spring of 1978 at the alternative high school, involved Council members and staff, Youth Employment Service staff, ten local employers as interviewers, and over seventy high school juniors and seniors from all four area high schools. The students watched a skit portraying good and bad employment interviews and filled out standard application forms. They were then assigned to interviewers based on their areas of interest. In the interview group, each student was interviewed by the employer while the others observed. Discussions followed regarding the interview process, application forms, resumés, expectations, etc. The activity was used as a prototype in developing subsequent seminars on pre-employment skills.

- Job-Seeking Skills Seminars were a direct outgrowth of the Pre-Employment Conference. Three seminars were held in the summer of 1978, aimed at youth enrolled in summer programs for the economically disadvantaged. Fifty young people participated in the summer series.

• Pre-Employment Seminars were conducted as an in-school series in a variety of formats in local high schools. Seventy-five students participated during the fall of 1978. The program included how to fill out job applications, how to prepare for an interview, personal employment interviews, and small group discussions.

• The Creative Hiring Skills Seminar was a private sector Council member's idea of how the Council could help and at the same time gain greater involvement from the private sector. The Council devised the Seminar to help employers, caught in the post-boom crunch, to decrease employee turn-over, and instruct them in how to find the right employee for a particular job. Thirty employers attended. This program is slated to be repeated in the spring of 1979. A second, more in-depth seminar looking at local hiring problems is also being planned.

Local Linkages and Supporting Institutions

The Tanana Valley Education-Work Council receives strong support from the following agencies which have collaborated with EWC in a broad range of direct service and community networking activities: Regional Adult Learning Center, Alaska State Employment Service, Fairbanks Correctional Center, and Young Adult Conservation Corps. In addition, linkages have been established with public schools in Fairbanks and interior Alaska, including North Pole High School, Eielson High School, Northway High School, Fairbanks Alternative High School, and Hutchison Career Center; the University of Alaska, and Tanana Valley Community College; agencies serving the native population, including Fairbanks Native Association, and Tanana Chiefs Conference; and private businesses such as Seekin's Ford, Alaska Airlines, McDonald's Restaurants, and Fairbanks Moving and Storage. Other linkages include the Fairbanks Downtown Association, the Small Business Association, Tanana Valley Fair, Literacy Council, and the Family Counseling Center.

FAIRBANKS, ALASKA

COUNCIL MEMBERSHIP

Janet Baird
Tanana Valley Fair Association

Randy Bonjour
Seekin's Ford

Dave Chanar
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Linda Pearson (Council President)
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Linda Starcher
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Gayle Vick
Tanana Chiefs Conference

George Woodriff
McDonald's Restaurant

GRATIOT COUNTY, MICHIGAN
MID-MICHIGAN COMMUNITY ACTION COUNCIL (MMCAC)

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Gratiot County is a rural county located in the center of lower Michigan with a population of 40,000. Alma is the largest town with a population of 10,000; another 10,000 cluster in five smaller towns. Approximately 90% of the county's land is used for agriculture and half the population lives in rural settings.

The only significant minority is Hispanic which constitutes roughly 5% of the population. This, however, does not include a seasonal transient migrant work force in the area.

Economic Base and Outlook

Despite the fact that almost 90% of the land in Gratiot County is agricultural, only 800 of the 17,950 member work force are involved in agriculture full-time, compared to 3,475 in manufacturing and 2,275 in services. Farming produces only 9% of the total income for the county.

Mainstays of the area economy are auto-related and petrochemical industries, light manufacturing, service industries (a local four-year liberal arts college and two major medical facilities -- a hospital and a Masonic home/hospital), and a growing retail sector. Except for an economic slump in the mid-1970s, the residual unemployment rate since 1962 has remained between 7 and 10%. Fluctuations in the auto industry nationally, and the simultaneous closing of three major mobile home manufacturing firms resulted in a local depression, and in January 1976 the unemployment rate reached 23%. By September 1978, the unemployment rate had dropped to 9.5%, due to the area's growth as a retailing center and the expansion of the local petrochemical industry. The recent closing of Velsicol Chemical, a major employer, due to an environmental pollution episode, has resulted in a new hardship for the area and in the loss of 300 jobs.

Major Employers

The largest employers in the area include: Lobdell-Emery and Alma Products (automotive parts manufacturing); Gratiot Community Hospital and the Michigan Masonic Home/Hospital; the six central public K-12 school districts; General Telephone area headquarters; and a plethora of family retail and chain retail businesses. Area residents are very concerned about the continued loss of manufacturing jobs in the county. Since the 1960s, major increases in employment have been in retailing and in service-related fields, particularly health and education. The expansion of Total Petroleum Corporation created more than 135 clerical and managerial jobs in the county in 1977-78.

Organized labor is represented in the larger industries. The president of the AFL-CIO Labor Council is a member of the MMCAC.

Education Institutions

Approximately 11,000 K-12 students were enrolled in the six central school districts during the 1977-78 school year. Although there is no vocational school in the county, over 50% of all 11th and 12th graders participate in vocational programs. There is one postsecondary school in the county, Alma College, a four-year liberal arts college which maintains a very close working relationship with the MMCAC. Central Michigan University is located in the neighboring county of Isabella to the north and Montcalm Community College is located in the neighboring county of Montcalm to the east. In conjunction with area colleges, Gratiot Community Hospital serves as a site for both R.N. and L.P.N. training.

COUNCIL CHARACTERISTICS

Population Served

The Mid-Michigan Community Action Council serves the six public school districts and the adult education/community education service areas. The Council serves a non-targeted population and its programs and services are based on specific requests for assistance and perceived community needs.

Development

The MMCAC was organized in January 1974 by nineteen Alma community business leaders as a nonprofit educational corporation. During its first year, the Council functioned strictly as a volunteer organization and implemented several pilot programs without full-time staff. Using CETA funding, an executive director and full-time secretary were hired in March 1975 and the MMCAC moved into office space provided by the Chamber of Commerce. In June 1975 by-laws were adopted and the Council expanded to its present county-wide base.

Organizational and Leadership Structure

The MMCAC is governed by an eighteen-member Board of Directors who represent a cross-section of community interests including six regional representatives, one from each of the six school districts in the county.

Goals and Objectives

From the outset, the MMCAC was organized into task forces dealing with specific identified needs. Their overall objectives have been to:

- develop, support, and implement career education initiatives in Gratiot County;
- promote economic education and awareness within the community, particularly in the schools;
- serve as a forum and collaborative nexus to foster communications and linkages among all sectors of the community responsible for youth transition from school to work; and
- provide leadership for resource development to promote full employment and enhance the economic growth and development of the Gratiot community.

All of the projects, activities, and programs in which the MMCAC has been involved fit into these four objectives. Long-term goals emphasize experimentation, media development, and teacher/community programs. The MMCAC is planning to study the effects of its programs on area youth.

Current Activities

With funding through the Work-Education Consortium, the MMCAC has been in a position for the first time to experiment with program development. This has led to the need to balance the Council's growth. The MMCAC is aware that "empire building" in staffing or programming could lead to the ultimate collapse of the Council if and when third-party funding is no longer available. Activities the Council is engaged in are long-standing program commitments including:

- compiling the "Career Education Resource Directory," which makes materials, resources, and services known and available to the education community;
- expanding a volunteer network to meet the schools' changing needs for resources;
- a "Career Interest Survey" of all high school students in the county as a basis for exploration and counseling programs;
- preparing economic development related materials for the county;

- annual career exploration programs such as the Job Fair mobile van for grades K-8, the 9th grade Exploration Program, and the 11th grade Career Exchange Day cosponsored with the area Rotary Clubs;

- the annual High School Student/Business Dialogue program co-hosted with the area Chambers of Commerce; and

- continuing media development of career and life skills materials for rural areas; and

- the "Project TOES" pilot, a Temporary Odd-Job Employment Service for youth 14 to 19, is an experimental project. This program placed more than 300 youth during the summer of 1978 and staff is now working with the local 4-H in adding an experimental training component to the project.

Accomplishments, Contributions, and Impact

The MMCAC has consistently attempted to balance its involvement in specific programs and in affecting policy changes on a long-range basis. The MMCAC's development of specific career education activities (exploration programs, employability skills workshops, etc.) has given schools the resources to implement their own career education goals and has established and maintained a pattern of county-wide, cross-district sharing of human and other resources.

To meet the schools' resource needs, the MMCAC developed a cadre of more than 750 volunteers from every conceivable occupation in the Gratiot area. The Council conducted surveys of student and industry needs and interests. Curriculum materials were developed including a mobile Job Fair on the work life of the county and a continuously expanding videotape library dealing with local occupational opportunities and issues.

From its inception, the MMCAC has developed and provided various career exploration activities for teachers and students (K-adult) which have been the catalyst for considerable inter-sector relating of ideas, resources, and activities.

MMCAC's promotion of cross-community involvement in youth-oriented activities has led to increased interaction in non-school based projects such as economic development and planning. The MMCAC has written the county's development plans for the past three years.

As a result of the MMCAC involvement in the National Consortium of Work-Education Councils, the Council has been able to expand both its staff and scope of activities. Contact with other councils after years of relative isolation has given the MMCAC leadership a new perspective on the potential of the Council.

Local Linkages and Supporting Institutions

The MMCAC has steadily gained the support of various agencies and people involved in school-to-work activities. It has obtained financial support from all of the six school districts through millage, from the county government in the form of revenue sharing funds, and through CETA monies for staffing. One local community has helped support the council with HUD funds. Businesses and industries have made sizeable in-kind and cash donations. All volunteers who work with MMCAC programs are considered "members" and financial support is not a prerequisite for affiliation with the Council. MMCAC leadership has maintained the active involvement of "civilian" Board membership as opposed to agency or school dominance. Agencies such as the Michigan Employment Security Commission and local CETA representatives meet with the Board as ex-officio members. Linkages tend to be informal and on a specific project or need basis, but the formal Board has functioned as an effective and powerful support when the situation demanded it.

The county has formed a unified industrial and economic development organization, Greater Gratiot Development (GGD), Inc. The MMCAC is represented on the GGD Board and continues to provide support services to the group as needed. In the past year the county government and local schools have continued their financial commitment, and local business leaders are aware of the need to match these funds; the State Departments of Education and Labor and the Governor's office have shown increased understanding of the impact work-education councils have not only on schools, but on the community as a whole, and have discussed the possibility of state help in funding and maintaining work-education councils in Michigan.

GRATIOT COUNTY, MICHIGAN

COUNCIL MEMBERSHIP

John Agria (Council Secretary)
Dean and Political Science Professor
Alma College

John Baker
Director
Gratiot County Extension

Donna Crumbaugh
Parent

Robert Fandell
Owner
Quality Printing

Richard Goostrey (Council Vice President)
Dick's Photography Studio

Bill Harris
Attorney
Montigel, Mackie & Harris

Vi Harrison
Director of Vocational Education
Intermediate School District

Dennis Lyons
General Telephone

Stan Nesen
Gratiot County Board of Commissioners

Marcia O'Brian (Council Treasurer)
Alma City Commission

William Potter (Council President)
Personnel Manager
Alma Products

Arlene Robinson
Personnel and Bookkeeper
Michigan Masonic Home

Allen Ropp
Tri-County AFL-CIO

Dave Roslund
Certified Public Accountant
Roslund-Prestige Accountants

Bob Smith
Total Petroleum

David Spathelf
Superintendent
Alma Public Schools

Robert Thompson
Farmer

JAMESTOWN, NEW YORK
LABOR-MANAGEMENT COMMITTEE OF THE JAMESTOWN AREA (LMCJA)

Director

John Carney
Executive Director
Labor-Management Committee
of the Jamestown Area
P. O. Box 819
Face Building
1093 E. Second Street
Jamestown, New York 14701
(716) 661-2262

Chairpersons

Joseph Mason
Business Representative
International Association of
Machinists and Aerospace
Workers, District #65
P. O. Box 699
Jamestown, New York 14701

John Walker
Jamestown Metal Manufacturing
Corporation
104 Blackstone Avenue
Jamestown, New York 14701

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Jamestown is located in the southwestern county of Chautauqua, New York. The population of the trade area of Jamestown is approximately 60,000. The town of Jamestown has a population of approximately 47,000 and is surrounded by a predominantly rural-agricultural landscape.

The population is predominantly of European descent, mostly Swedes and Italians. There are approximately 800 blacks, almost all of whom live in Jamestown proper. Other minorities total only about 100.

Economic Base and Outlook

The economic base of the area is primarily light manufacturing (40%). Wholesale and retail trade (21%) and government (11%) follow in importance. Presently 8.3% of the labor force of 17,289 is unemployed. In the 1960s a disastrous economic slide resulted in considerable outmigration of young people and industries from the Jamestown area. During the 1970s this trend has reversed. The population now is relatively stable; the major exodus of industries has been halted and several new industries have come into the area. Most of the industries are in light metal and wood products. There are considerable skill shortages and the Labor-Management Committee of the Jamestown Area (LMCJA) predicts a general labor shortage within the next five years.

Major Employers

The industries employing the bulk of the work force are: Blackstone Corporation and Marlin Rockwell Corporation (1,000-1,499 each); Proto Tool Company and Carborundum (460-499 each); Chautauqua Hardware, Webber Knapp. Faulkner Plate Glass, and Truck Lite (300-399 each); and Ethan Allen, Dahlstrom, Hope Windows, Jamestown Metal, Jamestown Plywood, and American Sterilizer Company (200-299 each).

Organized labor strength in the area is significant. Approximately 45% of the work force is unionized. The major unions are: International Brotherhood of Firemen and Oilers, United Auto Workers. International Association of Machinists and Aerospace Workers. and United Furniture Workers. Both the president and business manager of the local Central Labor Council are leaders in the LMCJA.

Education Institutions

Jamestown's public school system consists of one high school, three junior high schools, and eight elementary schools. There are over 8,000 students enrolled. This system is adjacent to the Lakewood and Falconer school systems. Vocational education is taught, but Jamestown elected not to participate directly in the BOCES, a state-wide vocational school system with which the city has some contractual agreements for the provision of select services.

The only postsecondary institution in the area is Jamestown Community College with an enrollment of approximately 13,000.

COUNCIL CHARACTERISTICS

Development

The LMCJA was started in the spring of 1972 as an informal quasi-public/private organization concerned with the regeneration of a slumping local economy. The Committee began to encourage productive dialogue between management and labor to increase productivity, cut the loss of jobs, and improve the quality of working life. It was not until May 1973 that it obtained its first paid staff. It was, and is, involved in the development of plant Labor-Management Committees (there are now eight), the refinancing of plants, bringing in new plants, and creation of skills development programs.

The Committee has concentrated on the development of linkages between plants and trade unions, and began to involve the public sector by the end of 1976. It has spun off other Labor-Management Committees, now numbering fifteen throughout the state.

Through its affiliation with the Work-Education Consortium (formally in April 1977), the Committee accelerated its involvement with youth at the junior and senior high school and community college levels.

Organizational and Leadership Structure

Principally through the efforts of then-mayor of Jamestown, Stanley Lundine, selected management and labor leaders were brought together to develop new ways to change their adversary postures and begin productive dialogue. Such efforts were given legitimacy through the involvement of recognized labor-management specialists from both academia and arbitration.

The current Executive Board is composed of fifteen representatives from fourteen local businesses and organizations. Labor and management have equal formal representation and each is represented by a co-chairperson.

Goals and Objectives

The LMCJA has four basic objectives:

- improvement of labor-management relations;
- improvement of manpower and skills development;
- improvement of industrial development; and
- improvement of productivity and the quality of work life.

Current Activities

The following activities were begun in 1978:

- training of a leadership cadre for In-Plant Committees;
- formulation and expansion of secondary school curricula development;
- development and implementation of manpower planning processes;
- survey and assessment of existing local career education programs and opportunities;
- development of an audio-visual library and video-tape programs; and
- integration of developed and tested curricula in select schools in the area.

Accomplishments, Contributions, and Impact

Among the Committee's accomplishments have been:

- development of a Labor-Management Learning Center;
- design of a labor-management curriculum and videotape;
- development of a model intervention strategy for small job shops;
- expansion of the use of videotapes as teaching and awareness building tools;
- involvement of the Chamber of Commerce in a survey of career education resources for high school youth, and
- distribution of a paper entitled "Manpower Overview: A Discussion Paper" about the potentially poor career preparation of future job holders.

In addition, the Committee has helped introduce a labor-management course into the secondary school curriculum and has trained twelve teachers in its use.

The Committee claims a substantial share of credit for the improvement of the economic health of the area (e.g., 80% decline in strike days, and the relocation of Cummins Engine and Hendrich Building Systems into the area).

U.C.L.A., Utah State University, and the National Center for Productivity and Quality of Working Life have requested the secondary school curriculum developed by LMCJA.

LMCJA has participated in a number of New York State conferences, including the development of a graduate course on "Current Issues in Higher Education" at Stony Brook, the annual meeting of the New York State Industry and Education Councils in New York City, and a conference sponsored by the New York State Council on Social Studies.

Local Linkages and Supporting Institutions

There are close informal and programmatic ties with a number of local community institutions and groups including:

- School Systems of Jamestown, Lakewood, and Falconer
- City Government of Jamestown
- Congressman Stanley Lundine
- Jamestown Community College

- Chautauqua County Government
- CETA Prime Sponsor
- Chamber of Commerce
- Board of Cooperative Educational Services (BOCES)

JAMESTOWN, NEW YORK

COUNCIL MEMBERSHIP

Clint Alverson
President
International Brotherhood of Firemen & Oilers Local #27, Monofrax Plant, Carborundum Company

Jimmi Barrett
President
United Ceramic Workers Local #81

Harold Bolton
President
Dahlstrom Manufacturing Company

Carl Cappa
Executive Vice President
Crawford Furniture Manufacturing Corp.

Kenneth Craker
President
UAW Local #338-Marlin Rockwell, Division of TRW

G. James Creighton Jr.
President
Chautauqua Hardware Corporation

James Laughner
Plant Manager
Amsco-Jamestown

Joseph Mason (Council Co-Chairperson)
Directing Business Representative
IAMAW District #65

Jack Proudman
Director of Employee Relations
Marlin Rockwell, Division of TRW

George Ritzer
President
AFL-CIO Central Labor Council

Charles Turcotte
Executive Director
Jamestown Area Manufacturers' Association

John Walker (Council Co-Chairperson)
President
Jamestown Metal Manufacturing Corporation

John Wells
Business Agent
United Furniture Workers

Read Woodworth
Plant Manager
Monofrax Plant, Carborundum Company

Julius Young
UAW Local #338-Marlin Rockwell, Division of TRW

LEXINGTON, KENTUCKY
LEXINGTON EDUCATION-WORK COUNCIL

Director

William S. Hayes, Co-Director
Ann Ross, Co-Director
Lexington Education-Work Council
701 East Main Street
Lexington, Kentucky 40502
(606) 252-1245

Chairperson

Robert Sexton
Director
Office of Experiential Education
University of Kentucky
303 Administration Building
Lexington, Kentucky 40506

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

In 1975 the population of the Lexington-Fayette Urban County area was 193,024. By 1980 the population is expected to be 214,352 reflecting a ten-year growth of 24%.

Blacks represent the only numerically significant minority group in the area. In 1970 Fayette County's population was approximately 12% black (21,467). This percentage is expected to remain stable through 1980. Nearly 63% of all blacks in the Lexington-Fayette Urban County area reside within the city of Lexington, mainly in the inner city.

Economic Base and Outlook

Tourists' visions of horse farms, tobacco, and bourbon whiskey distilleries notwithstanding, in 1975 nearly two-thirds of the total workforce of 128,479 were employed within three other sectors: government (29,400); light and medium manufacturing (28,000); and wholesale and retail trade (26,200). Manufacturing employment was expected to surpass government by the end of 1977. The area's marked economic diversification and growth in the past decade are expected to continue. While the average unemployment rate for the state is 8%, substantial new business location in Fayette County in recent years has kept area unemployment below 4%. The overall youth unemployment rate is estimated at 10%, while minority youth unemployment is estimated at about 14%.

Major Employers

The major private and public sector employers in the Lexington-Fayette County area are the University of Kentucky (8,000), IBM Office Products (6,443), Lexington Bluegrass Army Depot (2,000), Square D (1,732), Trane Industries (862), and Irvin Industries (800). The major business-commerce-industry organization in Lexington is the Chamber of Commerce. Lexington has not been fertile ground for unionization. The most prominent union local in the area is the International Brotherhood of Electrical Workers (IBEW) with a membership of 1,800 in seventy counties in eastern and central Kentucky. Substantial inmigration of non-union workers from southern Kentucky and Tennessee is considered the major factor deterring unionization.

Education Institutions

Over 34,323 youth were enrolled in Fayette County schools in 1976, making it the area's largest educational system. Included among the Fayette County schools' programs is an Experience-Based Career Education Program. Area youth are also served by the Fayette County Vocational-Technical School. The largest area postsecondary education institution is the University of Kentucky (Lexington Campus) with an enrollment of 22,083 in the fall of 1978. The second largest postsecondary establishment is Transylvania University, a private four-year liberal arts college with an enrollment of 697.

COUNCIL CHARACTERISTICS

Development

The Lexington Education-Work Council (LEWC) was created to develop ways to overcome the barriers between education and work experienced by local youth. The Council, formed in May 1977 as a nonprofit educational organization, is composed of thirty members representing education, business and industry, labor, government, service agencies, the community, and youth. The first full Council session was held June 27, 1977 at which time Council members began to analyze the problems of area youth and establish priorities for dealing with those problems.

Council members identified areas of concern, and activities and projects were planned through the establishment of committees for projects, development, and community relations. Council staff assisted in this process and also identified other members of education, social service agencies, and the business community who participated in various phases of planning.

Organizational and Leadership Structure

Initial LEWC leadership was given by then-mayor Foster Pettit; the director of the Office for Experiential Education, University of Kentucky; and the director of the Bluegrass Employment and Training Program. Others involved in the initial phases included the superintendent of Fayette County Public Schools, the president of the University of Kentucky, the president of the Chamber of Commerce and Bank of Lexington, the manager of the IBM facility, the president of the IBEW local, the secretary of the Lexington Bluegrass Labor Council, and the directors of the Bluegrass Employment and Training Program.

Goals and Objectives

Current and long-range objectives include:

- assisting the school system and institutions of higher learning to become more effective in preparing students for the skill, attitudinal, and social requirements of employment;
- creating more meaningful work and service opportunities for young people;
- assisting education institutions and employers to become more responsive to the needs of adults who wish to continue their education; and
- informing the public about employment opportunities for youth and adults.

Current Activities

Two major goals are currently being emphasized by the Council: 1) reaching the youth population, and 2) strengthening the community's collaborative processes. A series of activities has been outlined to address these issues. Included among these are:

- further development and support of the Mayor's Job Information, Counseling-Referral Center which links existing neighborhood centers in establishing an urban career outreach program;
- encouraging the creation of youth advisory councils;
- planning and recruiting task groups for specific programs organized under central goals;
- providing further information, resources, and workshops to the community; and
- conducting a Lexington-Fayette County Unemployment Study.

Many of the Council's past activities are being continued, including periodic updates of the Youth Services Directory and dissemination of related materials to various community groups, agencies, and institutions. The Resource Bank of Volunteers is being further developed and promoted. The Council has initiated a series of educator-employer workshops and an Education-Work Speakers Bureau for presentations to community and state groups.

Accomplishments, Contributions, and Impact

A favorable assessment of contributions made to the community by the Lexington Education-Work Council has already been completed. Council members agree that the main goals of strengthening communication, collaboration, and cooperation among the various sectors of the Lexington community are goals that should be maintained and promoted.

Projects and reports the Council has completed include: the development of the Mayor's Job Bank; a report on the "Problems of Youths in Fayette County;" publication of the Youth Services Directory; a brochure on "Kentucky and Federal Minimum Wage and Child Labor Laws;" and an "Education Work Experience Program Directory." Research includes the "Manpower Needs Survey," and "Delivery System Analysis and Service for Fifty Youths."

Monthly newsletter circulation increased from 120 people in August 1977 to over 350 people in November 1978. Media coverage of Council activities and youth transition issues has increased and special attention has been given to specific projects by local radio and newspapers.

Local Linkages and Supporting Institutions

The Fayette County Public Schools provide the Council free office space. Office furniture and equipment was provided through an IBM corporate grant to the Council. The Bluegrass Employment and Training Program has provided the assistant staff director and research assistant salaries through CETA funds.

Extra support, financial assistance, and publicity have been donated by various community organizations and clubs. Prominent among those have been the Greater Lexington Area Chamber of Commerce, the Junior League, the Lexington Herald-Leader Company, and the Lexington Jaycees. Among businesses which have made special contributions, IBM, Jerrico, Inc., and the Bank of Lexington have been very supportive of Council efforts.

Working relationships have developed between many local youth service agencies and organizations and the Council staff. Some of those working most closely with the Council include the Fayette County schools' counseling department, the Kentucky Bureau for Manpower Services (employment service), Bluegrass East Comprehensive Care Centers (community mental health), Division of Children's Services (urban-county), Experience-Based Career Education (Fayette County Schools), Urban League, and the Bluegrass Employment and Training Program (CETA prime sponsor). Over the past eighteen months, more than 250 individuals from the community have contributed nearly 7,500 hours to Council-related activities.

LEXINGTON, KENTUCKY

COUNCIL MEMBERSHIP

Business, Labor, And Industry

Morris Beebe
IBM

Bruce Cotton (Council Representative at-large)
Jerrico, Inc.

Ray Gillespie
Greater Lexington Area Chamber of Commerce

Sally Gregg
McAlpins

Joe Hurd
Lexington Bluegrass Labor Council

Clyde Mauldin
Bank of Lexington

Ken Schomp
Lexington Mack, Inc.

James Wenneker
Wenneker's Shoe Stores

Bob Wimsatt
Wimsatt Brothers Inc.

Community

Virginia Fox (Council Vice-President for Community Relations)
Kentucky Educational Television

P.G. Peeples
Urban League

H. Foster Pettit
Attorney

Lillian Press (Council Vice-President for Development)
Sunbelt Institute for Training and Education

William Smith
YMCA

Susan Wurl (Council Treasurer)

Charlotte Zerof
League of Women Voters

Fayette County Public Schools

Ed Murphy (Council Representative at-large)
Vocational and Career Education

Guy S. Potts
Superintendent

Judy Tipton
Board of Education

Government

Barbara Curry
Commissioner of Social Services

Eleanor Leonard
Lexington-Fayette Urban County Council

Post-Secondary Education

Joe Hurn
Kentucky Business College and
Fugazzi College

William Kelly
Transylvania University

William Price
Lexington Technical Institute

Robert F. Sexton (Council President)
University of Kentucky

John Smith
University of Kentucky

Youths

Selected on annual school-year basis

Groups Participating in Council Activities

Bluegrass East Comprehensive Care Centers
Bluegrass Employment and Training Program
Bureau for Manpower Services
Bureau for Rehabilitation Services
Bureau for Social Services
Central Alternative School (Fayette County Schools)
Central Kentucky State Vocational-Technical School
Conference of Christians and Jews
Counseling and Testing Center (University of Kentucky)
Division of Children's Services
Division of Juvenile Court
Experience-Based Career Education (Fayette County Schools)
Fayette County Schools
Greater Lexington Area Chamber of Commerce
Jaycees
Job Corps
Junior Achievement of the Bluegrass
Junior League
Kentucky Business College
Lexington Technical Institute
Manchester Center
Metro Micro-City Government
Office for Experiential Education (University of Kentucky)
Office for Community Education (Transylvania University)
Opportunity Workshop of Lexington
University of Kentucky
Transylvania University
Urban League of Lexington-Fayette County
Voluntary Action Center
Walton Avenue Center
YMCA
YWCA

MARTIN COUNTY, NORTH CAROLINA
MARTIN COUNTY EDUCATION-EMPLOYMENT COUNCIL, INC. (MCEEC)

Director

Chairperson

John Boykin
Executive Director
Williamston Chamber of
Commerce
P. O. Box 311
Williamston, North Carolina 27892
(919) 792-4131

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Martin County, located in northeastern North Carolina, is part of a geographic region that is almost exclusively rural. The county contains approximately 24,800 people (1975 figures), which represents a population decline of 9% since the 1960 census. The two largest towns, Williamston and Robersonville, contain roughly one-third of the population, with the remaining population scattered about in small townships and towns of 500 or less.

The population is divided almost evenly between black and white. The area's population had declined in the past several years, with most of the outmigration by young adults who could not find jobs after finishing school, leaving an imbalance of people over 35 and younger than 20. More recently, however, the decrease in population has stopped, and the population is slowly beginning to increase.

Economic Base and Outlook

Approximately 25% of the work force is engaged in agricultural pursuits, with tobacco, peanuts, and soybeans serving as the mainstays of the local economy. The labor force is estimated at 12,000 with unemployment estimated at 10%, down from 14% for the past four years. While no hard data exists, the unemployment rate among youth is estimated at 25%.

Martin County is one of the poorer counties in the state with 29% of the families living below poverty level, compared to 15.3% for North Carolina and 10.79% for the U.S. Average educational attainment for those over 25 is 9.1 years compared to 10.5 years for the entire state and 12.1 years for the U.S.

Major Employers

Besides the agricultural industry (which has shown a decline in workers lately due to increased mechanization), the county has several major industries, including West Point Pepperell (textiles), Coats and Clark, Inc. (zipper manufacturer), June Day Manufacturing Co. (textiles), Southern Apparel Co. (textiles), Robersonville Products Co. (display fixtures), Blue Ridge Shoe Co. (shoe manufacturer), Central Soya, Inc. (poultry processor), and Weyerhaeuser Co. (wood products). A multitude of small businesses provides jobs for the bulk of the work force, with retail stores and fast food restaurants providing most of the non-agricultural jobs for young people.

Education Institutions

The public school system has recently built two new large high schools, renovated the other two small high schools, and has done extensive work on all the elementary and primary schools in the county. Martin Community College has become a viable and respected institution of higher education in the county, and several community based organizations such as Martin Community Action and the Regional Manpower Advisory Commission have expanded their programs and are providing valuable services to a growing number of people.

COUNCIL CHARACTERISTICS

Development

The Council began its development in December 1976 through the efforts of Manpower Development Corporation (MDC), Inc. of Chapel Hill, the Martin County Board of Education, and the Williamston Chamber of Commerce. These three groups organized a meeting of thirty-five community leaders on February 2, 1977. From this group, an ad hoc committee of ten people was formed, with the Occupational Director of the Martin County Board of Education as its Acting Executive Director. By the spring of 1977, the ad hoc committee had begun holding formal monthly meetings to define local issues and concerns of youth transition, to develop goals and strategies for dealing with those concerns, and to solidify the organizational structure of the Council. In April 1977, through the efforts of the ad hoc committee and with the support of the community at large, the Council was selected to join the National Manpower Institute's Work-Education Consortium and obtained its first funding on April 13, with the Martin County Board of Education acting as fiscal agent. In July a half-time executive director and full-time secretary were hired. The Council obtained office space at Martin Community College in August, and began the process of drafting its charter, by-laws, and articles of incorporation. The Council was recognized as a corporation by the state in September, and was granted nonprofit status at the end of 1977. A full-time assistant director was hired in November 1977.

During the winter of 1977-78, goals and strategies were redefined and new priorities set. The Council continued to mature and was soon recognized as a respected and productive asset of the community. During 1978, the Council initiated a variety of projects and programs aimed at the problems of youth transition and at achieving visibility in the community. The Council is now regarded in the community as an innovative, persuasive, and effective organization, and is consulted in areas dealing with youth transition issues.

Organizational and Leadership Structure

Nine appointed committees constitute the Council's leadership. Those committees are: Executive Committee, Finance Committee, Job Fair Committee, Community Resource/Identification/Development Committee, Goals and Priorities Committee, Nominating Committee, and Dialogue Sessions Committee. Members of these committees are representatives from education, business, industry, community-based organizations, government, and the community.

Goals and Objectives

The overall goals and objectives of the council are: 1) to help high school graduates who do not intend to go to college or technical school to find work; to identify community needs and opportunities and match those with individuals' interests and abilities; 2) to encourage and facilitate collaboration among employers, education institutions, public agencies, and other sectors of the community; 3) to develop legislation designed to remove barriers to youth employment; 4) to make people in the community cognizant of youth transition and employment problems; 5) to collaborate with other organizations and encourage interagency cooperation so that knowledge may be shared and efforts and mistakes will not be duplicated; 6) to gather information about the local labor market to inform both employers and youth about their options and opportunities and the needs of the community; 7) to provide students facts which will help them set realistic vocational goals; to instruct students in seeking a job and in succeeding in a job.

Current Activities

- The Resource Bank is composed of approximately 650 volunteers who represent a variety of occupations. The purpose of the resource bank is to provide students knowledge of employment and career responsibilities and opportunities.

- A Labor Market Survey has obtained basic labor market information to help youth plan realistically for their futures.

- Job Interview and Skill Seminars were designed to help students develop interview skills and to acquaint them with the basic skills required for specific jobs.

- The Summer Jobs Program increases the exposure of teachers and counselors to different facets of work so that they can better relate to a young person who wants to work in a factory or as a skilled craftsman, etc.

- Job Fairs are designed to promote a greater awareness of existing employment opportunities for youth in Martin County. Job Fairs also aim to increase the community's awareness of the Martin County Education-Employment Council and problems youth face in entering the working world.

- The Junior Achievement/Co-op Program provides youth with real opportunities to work in and organize their own businesses, giving invaluable experience in the structure and organization of businesses.

- Dialogue Sessions were developed to increase student and teacher awareness of organized labor's role in the economy and in society, both in the community and the nation.

- The Shadow Program is intended to give students on-the-job experience by allowing them to visit various businesses and industries and observe for several hours occupations they are particularly interested in.

- The Martin County Business and Industry Directory is a guide for obtaining labor market information. The directory provides education personnel with data about Martin County and the array of occupations that exist there.

- World of Work Orientation Seminars are designed to assist students in obtaining knowledge, skills, and attitudes needed to succeed in the working world.

- An Employer-Teacher Workshop aims to educate teachers about the world of work and to educate employers to the problems faced by today's educators.

- The Pilot Program for Community College attempts to integrate basic orientation to local business and industry into one easily understood, basic course, covering the details a person needs to know in order to become a functional part of a new work environment.

- Vocational Youth Workshops were attended by leaders from industry and business, public service agencies, and education from a five county area (Martin, Pitt, Hartford, Beaufort, and Bertie), allowing employers to express their concerns about various government programs in the region. The conference led to the identification of several concerns, along with specific recommendations on methods to be used in dealing with these concerns.

- "The Bridge," the Council's monthly newsletter, informs business and industry people of various problems related to youth transition, unemployment, and the activities of the Martin County Education-Employment Council.

Accomplishments, Contributions, and Impact

- A Youth Services Directory catalogued services available to youth and identified gaps where services were not being provided.

- A Minimum Wage and Child Labor Laws Brochure and Profile of the Martin County Education-Employment Council has been published and mailed to every employer in Martin County.

- Newspaper articles have been published in the local newspaper, The Enterprise, and local radio and TV broadcasts have dealt with the Council's funding, Dialogue Sessions, Board of Directors, workshops hosted by MCEEC, etc. Through these means and the monthly newsletter, the community has become more aware of the Council and its activities.

In addition, with the work being done by the MCEEC, a new spirit of collaboration and cooperation can be found among traditional service providers in the area, among business and industry, educators, and other special interest groups throughout the county.

Local Linkages and Supporting Institutions

The following agencies and organizations are involved in the Council's activities:

Choanoke Area Association, Murfreesboro
Division of Community Employment, Raleigh
Eastern North Carolina Opportunities Industrialization Center, Roper
Economic Development Commission, Williamston
Employment Security Commission, Ahoskie
Employment Security Commission of Williamston
Hertford County Schools, Winston
Manpower Development Corporation (MDC), Inc., Chapel Hill
Martin Community College
Martin County Board of Education
Martin County Community Action Agency
Migrant and Seasonal Farmworkers Association, Belhaven, Bethel, Raleigh, Rich Square
North Carolina Department of Commerce, Washington
Occupational Education Program, Washington
Pitt Technical Institute, Greenville
Social Services Department, Williamston and Washington
Vocational Education Directors, Williamston and Windsor
Youth Opportunity Specialist, Williamston High School

The Council is presently receiving the following in-kind support from the community: office space and equipment, a WATTS line, duplicating and offset printing, utilities, janitorial service, payroll, accounting, and other financial help.

MARTIN COUNTY, NORTH CAROLINA

COUNCIL MEMBERSHIP

Paul Barber
Vice-Chairman
County Commissioner

John Boykin (Council President)
Manager
Chamber of Commerce

Haywood Harris
Director
Martin County Community Action Agency

Darrell Johnson
Manager
Employment Security Commission

Peter McNair
District Manager
Migrant & Seasonal Farmworkers Association

Ken Powers
Personnel Manager
Weyerhaeuser Company

Paul Reddick
Owner
Reddick's Fumigants

Eugene Rogers
Superintendent
Martin County Schools

Kerry Rogers
Youth Opportunity Specialist
Williamston High School

Jack Runion (Council Vice President)
Plant Superintendent
Coats and Clark Company

Isaac Southerland (Council Secretary/Treasurer)
President
Martin County Community College

Jim Williams
Manager
West Point Pepperell

Willis Williams
Parent

MESA, ARIZONA
THE MESA WORK-EDUCATION COMMITTEE (MWEC)
"PROJECT TRANSITION"

Director

W. David Burroughs
Director
Mesa Work-Education Committee
Mesa Community Council
21 South Hibbert Street, Suite 186
Mesa, Arizona 85202
(602) 834-7777, Ext. 441

Chairperson

Dean Dunlap
Empire Machinery Company
1725 South Country Club Drive
Mesa, Arizona 85202

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Mesa, a suburb of Phoenix and itself Arizona's third largest city, is located in Maricopa County, the state's urban center. Mesa's incorporated area is 50.5 square miles with a population of approximately 140,000, an increase of over 43,000 people in the past five years. Mesa's population is increasing at the rate of 1,000-1,200 people per month. The population in 1978 was estimated to be 91% white, 5% Mexican-American, 1.5% black, and 2.5% native American and others.

Economic Base and Outlook

Mesa has a well developed and diversified economy based on manufacturing, tourism, agriculture, wholesale and retail trade, and government. The manufacturing areas include electronics, clothing, food processing, automotive testing, propulsion equipment, and heavy machinery firms. Over 60,000 visitors vacation in Mesa each winter.

Due to many factors--growth of tourism, proximity to West Coast markets, availability of both skilled and unskilled labor, and the relatively low wage rate--there has been substantial growth in major commercial enterprises and an increase in the number of motels and restaurants. Approximately 300 new housing units are built each month. Financial services as well as a highly competitive construction industry have grown over the past decade. Labor union strength is modest. There are over fifty local unions in the home and commercial construction industry.

According to June 1978 statistics, Maricopa County as a whole has a labor force of about 600,000, with an unemployment rate of 5.3%. The unemployment rate for the city of Mesa was 4.6% in October 1978, compared to 6.6% in October 1977.

There are no specific figures on youth unemployment in Mesa, but youth unemployment in the Phoenix area and Maricopa County for 1979 is projected at 11.8% for white youth and 14.2% for minority youth.

Major Employers

Seventy-eight industries are located in the immediate Mesa area. The largest manufacturer in the area is the Motorola Integrated Circuit Center with 5,000 employees. Seven of Fortune magazine's top 500 manufacturers have facilities here: General Motors Proving Grounds, Motorola Integrated Circuit Center, Rosarita's Mexican Foods, Seiman Corporation, Talley Industry, Digital Equipment Company, and Kellwood. Williams Air Force Base, with 1,000 employees, is located fifteen miles from downtown Mesa. The Mesa school system employes approximately 3,600 people.

Education Institutions

The Mesa School District is the second largest school district in the state, extending beyond the incorporated city limits, and serving approximately 170,000 people. According to the 1978-79 figures, Mesa Public Schools enrolled 33,041 students in forty-three schools including twenty-nine elementary, seven junior high schools, four high schools (one of which is a vocational school), and three special schools. Enrollment in secondary-level schools--grades 9-12--was 9,640 in 1978. While many school districts in surrounding metropolitan areas have been experiencing a declining student enrollment, Mesa School District has experienced an increase in enrollment at an average rate of 6% each year for the past three years.

Mesa Community College (MCC) is one of six community colleges in the Maricopa County Community College District. Full-time enrollment at MCC was 12,027 during the fall 1978 semester. Total enrollment in all six Maricopa County Community Colleges is 48,000 students. Arizona State University is located in Tempe, six miles west of Mesa.

COUNCIL CHARACTERISTICS

Development

The establishment of the Mesa Work-Education Committee began in April 1977 when the Mesa Community Council was selected as a member of the Work-Education Consortium. Initial leadership and direction was provided by the Assistant

Superintendent of Mesa Public Schools and a Mesa businessman and civic leader who recruited six community leaders to form a steering committee to establish a work-education committee in Mesa. The steering committee met with members of the already established Mesa Community Council who agreed to house the proposed committee and provide Council development support.

The steering committee for "Project Transition"--the name initially given the program--first convened in May 1977. At that meeting, the steering committee: 1) identified the target youth population as youth 13-19; 2) outlined the specific problems the Council was to address; 3) formulated the director's duties and authorized the executive director of the Mesa Community Council to hire a director; and 4) determined the initial tasks to be undertaken by the Project Transition staff. The Mesa Work-Education Committee (MWEC) was fully established by the fall of 1977.

Organizational and Leadership Structure

MWEC serves as the policy- and decision-making body for the Project Transition staff, who carry out the programs.

The Mesa Community Council's president and executive director provided technical assistance and support to the MWEC and the Project Transition staff. The original steering committee chose Mesa Community Council to house Project Transition and the MWEC because it is a prominent, broadly representative community organization with goals and characteristics similar to those of the MWEC (the Mesa Community Council serves as the planning agency for Mesa United Way). Consequently, the Council provided an immediate network of institutional linkages for the Committee.

The present Work-Education Committee is comprised of eighteen members representing education, business-industry, labor, social service, city government, youth, parents, state government, religious, and civic leaders.

Goals and Objectives

The overall goal of the MWEC is to coordinate the use of resources available to Mesa area youth. In doing this the Committee aims to: 1) involve the community in planning and implementing programs that will help young people in their transition from education to employment; 2) involve youth in identifying concerns/issues and developing solutions to their own transition problems; 3) help youth become aware of problems they may face while moving from an academic environment to a work environment; 4) act as an open forum for agencies serving development needs; and 5) facilitate communication among agencies that provide youth development programs and activities. Based on recommendations from the MWEC, Project Transition encourages and supports programs which promote successful transition from the academic environment to the work environment.

Current Activities

• The Youth Agencies Spring Conference, conceived and developed by the MWEC with the cosponsorship of the Mesa United Way, the Mesa Chamber of Commerce, and the city of Mesa, grew out of the finding that the area's many youth-serving agencies had never made a formal effort to pool their knowledge of community needs. Held in March 1979, the conference attracted 100 people, clearly validating the Committee's decision to emphasize improved interagency communication as a means of improved planning for youth transition services. The conference enabled the participants to quickly share and document their assessments of current services and youth needs, to identify ways to enhance services, to analyze issues and possible solutions, and to develop plans for follow-up coordination and action.

• Jobs for Youth is an employment service conducted at the four Mesa high schools. It was initiated during the summer of 1978 with promotional funding, advertising, and planning support from MWEC. During the first month, it placed over 100 youth in temporary/part-time jobs from one location. It continues to expand and has been adopted for permanent status in the Mesa public schools. MWEC conducted a survey to determine improvements/needs of both employers and employees in the program.

• Youth Counselor's Guide is a publication listing and describing career employment services: social service agencies; proprietary schools; Mesa Public Schools On-Site Programs; and Mesa Community College On-Site Programs. The Guide has been distributed to youth counselors in the Mesa area and will be updated periodically. Additional sections to be added include Rio Salado (community college without walls) vocational programs, and vocational training programs. This guide is useful to counselors in referring young people to an agency, proprietary school, or educational program to pinpoint the solution to the youth's concerns. This brokering on the working level has met with enthusiasm, and it appears to be the first step in obtaining cooperation among agencies performing similar functions, especially in career exploration. Further collaboration among business/industry has been achieved through the Chamber of Commerce, Merchants' Association, and contact with major employers--Motorola, Empire Machinery, and Rosarita Foods--and with the Career-Business-Industry-Education Advisory Council of the School Board.

• The Speakers Bureau is a group of Committee members who recognize the need to inform the community of the need for support of youth transition issues. Committee members have spoken to various civic and community groups in order to solicit their support and collaboration. Speaking engagements have included the Rotary, Optimist, Lions, and Writers Clubs; Downtown Merchants Association; and others.

• The Mesa Work-Education Committee has prepared a report, Dropouts -- A Community Problem?, which examines local, state, and national drop-out statistics, in-school and out-of-school programs, and the profile of the potential drop-out. Included in this publication is a chart of local youth-serving agencies and the services they provide, as well as a list of recommendations for new programs to alleviate the local drop-out problem.

• Project Transition staff are interviewing and compiling Career Biographies of MWEC members and others in the community regarding their past and present work experiences. These personal histories show the enormous variety of paths to achievement, showing the effects of both planning and luck. The interviews have been published in the Mesa Tribune. They will also be compiled as a pamphlet for distribution to young people as a source of career information focusing on adults in their own community who care about youth.

• The Committee is conducting a Job Search Survey to gain a clearer understanding of youth, aged 15-17, their present occupations, plans for summer employment, job search techniques, and career plans.

Accomplishments, Contributions, and Impact

The community is more aware of transition problems through the efforts of the Speakers Bureau (20 presentations); Counselor's Guide (175 distributed); "Jobs for Youth" survey (40,000 mailed); Career Biographies in the Mesa Tribune; participation in public schools' Project Linkage (300 teachers/counselors/business people); 15-minute radio interview with the Committee chairperson and director; and most recently, the Youth Agencies Spring Conference. The community realizes there is a gap to be closed and the Committee is the place to direct suggestions and questions. Agencies, government, business, and education are providing more effective services with assistance from the MWEC.

Local Linkages and Supporting Institutions

The Mesa Community Council, the fiscal agent for the MWEC provides support to the Committee and Project Transition staff. Through its membership and project activities, the MWEC works with the Mesa public schools, Mesa Community College, Mesa United Way, city of Mesa, Chamber of Commerce, Department of Economic Security, and Community Action Program.

MESA, ARIZONA

COUNCIL MEMBERSHIP

Larry Carr
Co-owner
Carr/White Insurance Company

Diane Crandall
Vice President of Senior Class
Westwood High School

Will Davis
Outreach Case Worker
Community Action Program

Dan Dearen
Senior Vice President
Samaritan Health Services

Dean Dunlap (Council Chairperson)
General Training Manager
Empire Machinery Company

Clare Felsted
Owner
Clare Cleaners

Louis Giallonardo
Dean of Vocational Education
Mesa Community College

Doris Johnson
Member
Parent-Teacher Organization

Betty Kerr
Local Civic Leader, Parent

Don Kirkland
Editor-in-Chief
Mesa Tribune

Warren Langfitt
Valley National Bank

Richard Lorig
Director of Personnel
City of Mesa

Spencer Madsen
Employment Manager
Latter Day Saints Employment Agency

Steven Payson
Student
Mountain View High School

Carolyn Raymond
Director of Career Education
Mesa Public Schools

Robert Stewart
Consultant and Manager
Western Personnel

Bill Zeigler
AFL-CIO

Fred Zirkel
Supervisor
Mesa Job Service
Department of Economic Security

Participating Groups

Chamber of Commerce
Department of Economic Security
Mesa Community Action Program
Mesa Community College
Mesa Community Council
Mesa Public Schools
Mesa United Way

NEW JERSEY
WORK, EDUCATION AND LEISURE INITIATIVE

Director

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Chairperson

William R. Mate
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Department of Labor and Industry
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COMMUNITY CHARACTERISTICS

Location, Size and Demography

New Jersey is one of the smallest states geographically, but the most highly urbanized and one of the most densely populated in the nation with 7,500,000 people. Immigrant families with language handicaps and often literacy and skill handicaps make up a relatively large portion of the population.

New Jersey's government and private sectors are beginning to concentrate their efforts on rebuilding the state's troubled and decaying cities, improving the education system and transportation network, and increasing industrial and agricultural productivity.

COUNCIL CHARACTERISTICS

Population Served

New Jersey's Work, Education and Leisure Initiative serves the entire state.

Development

The New Jersey Work, Education and Leisure Initiative began in December 1975, as a committee of the State Manpower Planning Council and was endorsed and made a joint committee with the backing of the State Manpower Services Council under CETA.

For the first year, the Work, Education and Leisure Initiative operated without a budget or a paid staff. These collaborators developed linkages and created an environment in which people in public and private sector agencies could work together to implement the recommendations in Willard Wirtz's The Boundless Resource.

On January 19, 1977, the U.S. Department of Labor contracted with the Work, Education and Leisure Initiative and a staff of four was hired. The funds were directed to the New Jersey Department of Labor and Industry through Thomas A. Edison College, New Jersey's nontraditional, external degree institution. The original committee was expanded to include individuals from a variety of backgrounds and institutions and the enlarged group meets periodically to review progress, to share comments, and to plan future activities.

Organizational and Leadership Structure

The Chairman of the Council is the CETA Administrator for New Jersey. The four grant positions have been filled by a director, an industry representative, a work/education specialist, and an administrative assistant. Additional staff were made available through a combination of full-time assignments from public and private sector agencies and business organizations.

Current Activities

- Three nonprofit organizations are ongoing demonstrations of the Work, Education and Leisure philosophy:

  - Plainfield Heritage, Inc. works to preserve and restore older houses in the city of Plainfield, hiring and training out-of-school, out-of-work young adults, and retired or near retired skilled craftsmen.

  - Recycling Railroads, Inc. develops linear parks on abandoned railroad rights-of-way in Warren and Sussex Counties.

  - Bent Nail Laboratories, Inc. provides constructive activities for young people using the largely untapped pool of undeveloped though patented ideas, with an emphasis on ideas relating to energy and transportation. Cooperative linkages are being developed with universities, industrial research laboratories, trade unions, and government agencies.

- Major activities in the arts started with special programs in Newark and are being extended to other areas of the state. Newark activities began with the preservation and recycling of the 3,300 seat Symphony Hall and the development of cooperative relationships with public and private education institutions in symphony, opera, theatre, dance, and music.

Accomplishments, Contributions, and Impact

The Work, Education and Leisure Initiative has increased the awareness of a growing number of public and private sector leaders in:

- work as a lifelong constructive activity;

- education as a lifelong learning process not limited to schooling; and

- leisure defined to include not only the arts, crafts, and recreation, but extended to the constructive use of the "downtimes" of life -- unemployment, incarceration, and retirement.

New Jersey's Work, Education and Leisure Initiative responds to local initiatives by providing the opportunity for interested individuals to work through or outside existing bureaucracies and to share activities aimed at problems of mutual concern.

All the Initiative's efforts involve major individual input at the community level with statewide networking.

NEW YORK, NEW YORK
ASSOCIATION OF BUSINESS, LABOR AND EDUCATION (ABLE)
ECONOMIC DEVELOPMENT COUNCIL OF NEW YORK CITY

Director

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Director
Association of Business,
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New York Alliance of
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New York, New York 10016
(212) 573-9500

Chairperson

Thomas Creamer
Vice Chairman
Economic Development Council
of New York City
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New York, New York 10016

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The city of New York consists of the five boroughs of Manhattan, Bronx, Brooklyn, Queens, and Staten Island, and has a population of approximately 8,000,000. 67% of the population is white, 10% Hispanic, and 23% of the population black and other.

Economic Base and Outlook

New York is the commercial center of the U.S. Despite sizeable recent outmigration, nearly 100 of Fortune magazine's top U.S. corporations are headquartered there. In addition, it is an important manufacturing and service center. There are over 200,000 different businesses operating in New York. In 1977, it was estimated that the work force numbered 3.2 million. The largest group, 600,000, is employed in the trades; 539,000 people are employed in manufacturing and 500,000 in government.

Labor unions are a significant force in the city. The public service unions, such as the American Federation of State, County and Municipal Employees and the teachers' unions are powerful influences.

In November 1978, the unemployment rate was estimated at 8.5%. Teenage unemployment during the summer of 1977 was 30.3% with some minorities experiencing 50% to 60% unemployment. Unemployment in all categories remains substantially above national averages. Nearly 15% of New Yorkers have incomes that fall below the poverty guidelines. In 1975, 1,080,136 people were eligible for public assistance.

The economic health of New York City is not good and the future holds more problems than promise.

Major Employers

Two public utility companies are the largest private employers. New York Telephone Company employs approximately 50,000 workers and Consolidated Edison approximately 20,000. There are over 190,000 workers in the apparel and textile industry, 190,000 teachers, and 110,000 employees in the printing and publishing industry. Many people are employed in small shops. Over 150,000 business establishments (80% of all firms) have fewer than ten employees. New York City probably has a greater variety of employment opportunities than any other city in the world. Concomitantly, it suffers much underemployment and unemployment.

Education Institutions

300,000 youth are enrolled in secondary schools in the city. Nearly 76,000 of them are enrolled in a variety of vocational education programs. There are sixty-seven private and twenty-five public vocational schools. Nearly 12,000 students are enrolled in special schools (e.g. for the handicapped or gifted). The public school budget for the city in 1977-78 was approximately $2.9 billion.

There are twenty four-year postsecondary institutions of which ten are part of the City University of New York (CUNY) system. There are ten junior and community colleges. The total enrollment in postsecondary schools was 364,000 in the 1976-77 school year.

There is a variety of educational programs within and outside the educational systems which provide Cooperative Education, Afterschool Occupational Skills Programs, Executive High School Internship Programs, and High School Volunteer Programs, among others.

COUNCIL CHARACTERISTICS

Population Served

The Association of Business, Labor and Education (ABLE) serves all five boroughs of New York City.

Development

ABLE had its beginnings in the Economic Development Council (EDC) of New York City, Inc. which was formed in November 1965. It is composed of a coalition of large and prestigious business firms headquartered in New York City. In the early 1970s, it became apparent that EDC needed a more long-term, intensive, and concentrated collaborative effort with schools and industries in addition to its main thrust of applying principles of management to the administration and resource development of the New York City schools.

In 1971, the Manpower Task Force of the Urban Coalition lent support to the idea of forming a work-education council and informal work proceeded. In 1973, the Board of Directors of EDC recommended that an Education-Industry Alliance be formed, and by October 1975 EDC had secured that commitment and the participation of the New York City Board of Education.

The first official meeting of the Education-Industry Alliance was held in September 1976. The name was changed to the Association of Business, Labor and Education, with Open Doors (a nonprofit career education, curriculum development, liaison, and information retrieval and dissemination nexus in New York City since 1970, and an EDC affiliate) as its action arm. In the summer of 1977 a staff was hired which included an executive director and a researcher-developer for Open Doors.

Organizational and Leadership Structure

ABLE is a voluntary association of major New York City and state organizations concerned with education. The Coordinating Committee serves as the general policy-making body and meets once a month. Three subcommittes have been established: Information Clearinghouse, Collaboration, and Research. The subcommittees meet three to four times each school year.

The principle leadership is provided by a coalition of established business-manufacturing interests headquartered in New York City and the New York City Board of Education. In addition, the involvement of organized labor, post-secondary educational institutions, governmental agencies, and some advocacy groups (e.g. National Association for the Advancement of Colored People-Metropolitan New York) occurs in substantial degrees.

ABLE is located in the offices of New York City's National Alliance of Business (NAB) and benefits from the influence, contacts, and work of EDC and NAB in stimulating the development of effective linkages among business and educators and other segments of New York City involved in school-to-work transition.

Goals and Objectives

ABLE's three areas of priority are:

- improving communications, through a clearinghouse, among all relevant organizations in the community involved in youth transition, identifying and using resources more effectively;

- identifying inadequacies of educational institutions in the preparation of students for work, assisting in the development of programs to better prepare students, and testing the effectiveness of such efforts; and

- initiating efforts to expand work exploration opportunities for students, identifying ways by which the needs of employers can be met, and developing job information programs with both short-and long-term forecasting.

To pursue these goals, ABLE has established task forces, each with policy and staff responsibilities and assignments.

Current Activities

ABLE is working to establish community associations of business, labor, and education (Cables). ABLE staff has helped to provide a school development consulting group with business participants, has assisted in the development of non-traditional vocational exploration programs, works with the Cooperative Education Bureau to increase the number of work positions for students, is seeking funds for a business advisory program in the schools, organizes recognition days in support of excellent academic and vocational programs, conducts research on the school-to-work transition, and is in the process of establishing a forum of youth-service agencies to bring together managers of programs experiencing difficulty with appropriate community, business, and governmental resources.

Accomplishments, Contributions, and Impact

ABLE has initiated significant collaborative efforts on a city-wide basis. It is common practice for member organizations to rely on ABLE staff and the membership for practical and technical expertise. ABLE is beginning to become involved with the "Cable" concept - community ABLE's. Significant new resources will be uncovered with the implementation of this idea.

Local Linkages and Supporting Institutions

In-kind support has been received from the Economic Development Council of New York City, New York City Alliance of Business, New York Telephone, F.W. Woolworth, and the New York City Board of Education.

In addition to formal linkages (with ABLE members), informal linkages are maintained with fifty private corporations and numerous community-based organizations.

NEW YORK, NEW YORK

COUNCIL MEMBERSHIP

ABLE Coordinating Committee

Advisory Council for Occupational Education, New York City Board of Education
American Express Company
American Telephone and Telegraph Company
Bedford-Stuyvesant Restoration Corporation
Bureau of Education and Vocational Guidance, New York City Board of Education
Center for Career and Occupational Education, New York City Board of Education
Chamber of Commerce and Industry
Citibank of New York
Community Planning Board Association
Community Service Society
Consolidated Edison
Cooperative Education Bureau, New York City Board of Education
City University of New York
Division of Education and Planning and Support, New York City Board of Education
Education Planning Institute
Equitable Life Assurance Company
General Motors Acceptance Corp.
Girl Scout Council of Greater New York
Division of High Schools, New York City Board of Education
High School Principal's Association
J.C. Penny Company
National Association for the Advancement of Colored People (NAACP), Metropolitan New York
National Council of Negro Women
New York Central Labor Council, AFL-CIO
New York City Alliance of Business
New York City Chamber of Commerce and Industry
New York City Employment and Training Council
New York City Department of Employment
New York City Youth Board
New York State Education Department
New York State Employment Service, Joint High School Program
New York Urban Coalition
Open Doors
Public Education Association
Textile Workers of America
Union Carbide Corporation
United Federation of Teachers, Manhattan
United Parent Association
United States Department of Health, Education, and Welfare, Region II
United States Department of Labor, Women's Division
YWCA

ABLE Members

American Standard
American Stock Exchange
Amstar Corporation
Bache Halsey Stuart, Inc.
Bankers Trust Company
Bloomingdale's
Bowery Savings Bank
CBS, Inc.
Central Savings Bank
Chase Manhattan Bank
Colgate Palmolive
Collins and Aikman Corporation
The Continental Group, Inc.
Continental Oil Company
Discount Corporation of New York
The Reuben H. Donnelley Corporation
East River Savings Bank
General Motors Corp.
W.R. Grace and Company
Harlem Savings Bank
Haskins and Sells
IBM Corporation
Ideal Corporation
The Interpublic Group of Companies
International Paper Company
Kuhn, Loeb and Company
Lehman Brothers, Inc.
Merrill Lynch, Pierce
Metropolitan Life Insurance Company
Mobil Oil Corporation
New York Life Insurance Company
New York Telephone Company
Otis Elevator Company
Pfizer, Inc.
Price Waterhouse and Company
Sears, Roebuck and Company
Turner Construction Company
Union Dime Savings Bank
USLIFE Corporation
F.W. Woolworth Company
Celanese Corporation

OAKLAND, CALIFORNIA
COMMUNITY CAREERS COUNCIL

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Oakland, located in Alameda County, is on the San Francisco Bay, opposite San Francisco. The city and the county have populations of 336,000 and 700,000 respectively. Oakland is the second most populous city in the five Bay Area counties, which has a total population of 3,000,000.

Between 1960 and 1970, the percentage of every minority group in Oakland increased. By 1976, blacks comprised 34.5% of the total city population, Spanish-surnamed 10%, Orientals and native Americans 6.4% each. Oakland has the highest proportion of minorities of any city in the Bay Area. The city's total population, including all minorities, has declined 8% since 1970.

Economic Base and Outlook

Oakland is the focal point of growing economic activities in the East Bay and adjacent counties. It is the government seat of Alameda County, and the economic hub of both Alameda and Contra Costa Counties. It is the center of financial and governmental activities for the entire East Bay area.

Employment is diversified among manufacturing, wholesale and retail trade, transportation (port authority), business, government, medical and other services, finance, insurance, and real estate. In surrounding counties, agriculture and livestock production add to Oakland's income, yet it is an urban city with a declining economy. Although employment in the government, construction, and manufacturing sectors is decreasing, employment in the trade

and service sectors is increasing. Oakland has a significantly higher proportion of white collar workers than does California as a whole. In 1975, 60% of the labor force was employed in white collar jobs. Blue collar workers--craftsmen, operators, and laborers--account for only 25% of the total area employment.

The total labor force as of 1975 was approximately 167,900. The overall unemployment rate rose from 7.9% in 1970 to 15.4% in 1976, and unemployment among youth aged 14-17 was 45%.

The Oakland Civic Center project, the redevelopment of downtown Oakland, promises to bring renewed employment opportunities for Oakland residents, as well as raise the economic base of Oakland financially, which should enhance retention of business and of its citizenry.

Major Employers

There are fifty major private employers located in Alameda County. Twenty-five of those employers are located in Oakland proper, and eight out of that twenty-five are headquarters offices. The top ten public and governmental agencies employ 18.5% of the labor force. Among the major corporate headquarters are: Pacific Telephone Company (6,300), General Motors Assembly Division (5,660), Kaiser Industries, Inc. (5,200), Montgomery Ward (3,600), and Pacific Gas and Electric (3,550). The major public employers are the Alameda County Administration (8,500), Oakland Unified School District (6,400), U.S. Post Office (4,000), City of Oakland (3,500), the Naval Supply Center (1,900), and Alameda County Transit (1,850). The Port of Oakland employs approximately 23,000 workers.

The industrial and service sectors are highly unionized. Among the major Oakland area trade and industrial unions are the United Auto Workers (UAW) Local 131, the Building Trades Council of Alameda County, Warehouse Union OLWU, Teamsters Local 70, and United Public Employees Local 390.

Education Institutions

Oakland's youth population of approximately 48,000 (ages 6-17) are served by 104 public elementary, middle, senior high, and special schools; twelve private schools covering grades K-12; thirty-six parochial schools; and seven special private schools. In 1978, 4,438 students graduated from public high schools in the six Alameda County cities. Nearly half of the 1978 high school graduates in northern Alameda County registered for the fall term at one of the Peralta Community Colleges.

There are three four-year colleges and universities and six community colleges in the Oakland area. The largest postsecondary education institutions are the College of Alameda, Laney College, and Merritt College, all of which are part of the Peralta Community College District (PCCD). The PCCD presently has an enrollment of over 30,000. Student census indicated that enrollment in community colleges will decline in future years.

COUNCIL CHARACTERISTICS

Population Served

The Community Careers Council serves primarily the Oakland population and the area of the Peralta Community College District, which includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Plumas County, where Feather River College is located, is a part of the Peralta District.

Development

Formation of the Community Careers Council was initiated by the Chancellor of PCCD and members of the District's Board of Trustees in the early summer of 1976. After discussing and approving the concepts, the Board committed its resources to the establishment of such a council. The plans for the Council were then discussed with the New Oakland Committee (NOC), the most broad-based, representative, and influential community betterment organization in Oakland. This action was based on PCCD's recognition of the need for an institutional base broader than that of a postsecondary education institution. Within the NOC, the Council proposal was approved first by the labor caucus. By August 1976, the business and minority caucuses, too, had approved its establishment making the Council one of three directly sponsored community improvement initiatives of the New Oakland Committee.

Organizational and Leadership Structure

The Community Careers Council is composed of thirty members who set policy and monitor staff activities. The Council has a Nomination Committee of five members and a Policy Committee of six members plus one member ex-officio. Council members include the Mayor of Oakland, the Superintendent of the Oakland Unified School District, representatives from the Peralta College District Board of Trustees, Employment Development Department executives, and local and national union leaders. The staff consists of an executive director, an executive secretary, a coordinator of volunteers, and a career information assistant.

Goals and Objectives

On the basis of previous years of operation, the Council has determined needs and provided activities, forums, and networking to start processes for minimizing the constraints in the transition of people from education to work. The Council plans to continue its present activities and expand services to include adults.

Current Activities

- The Council is implementing a Clearinghouse System and produced the report, The Clearinghouse: An Assessment, in August 1978. The Clearinghouse System, operated by the Council staff, assists young people in their career planning. The Clearinghouse responds to the need for a coordinated approach in making community resources available. The service provides employer sites to young people for first-hand observation of careers in which they may be interested. It is a system that links the activities of four community colleges, five high schools, and three community-based organizations. While the goal in the first six months of 1978 was to link 500 students with employers, the Clearinghouse actually linked 1,192. With additional financial support from the City of Oakland through CETA, Clearinghouse services will be expanded to include all of the Oakland Public Schools.

- The directory, Who's Doing What in Career Development, published in 1978 and updated in 1979 by the Council, is the principle source of career education and training information in the East Bay area and identifies the services provided by more than 140 agencies. This directory also serves as a brokering vehicle in referring young people to available local resources. The directory was the basis for the development of the interagency Information and Referral (I & R) Service of the Oakland Community Career Education Resource Center (OCCERC). OCCERC, which the Council helped form, is an organization funded by the U.S. Office of Education and the Council is represented on their Policy Committee.

- The recently formed Policy Committee of the Council is examining the initial goals and objectives outlined by the Council, and will address the issue of where the Council's next efforts should be. The Committee will also pursue methods and resources of future funding for the Council.

Accomplishments, Contributions, and Impact

The Council has elevated the level of awareness of a limited, but influential, audience about the key elements involved in school-to-work transition problems, and methods for their solutions. The Council provides a "neutral turf" where education, government, industry, business, minority group representatives, and youth service agency representatives can engage in purposeful discussions and solution-seeking on education-work concerns.

Local Linkages and Supporting Institutions

Community Careers Council staff provides consultation services to the Peralta Community College District. The Council's services and efforts have expanded to include local government and community organizations which are concerned about the transition between education and work.

Both the Peralta Community College District and the New Oakland Committee have supported, and continue to support, the concepts and activities of the Community Careers Council.

OAKLAND, CALIFORNIA

COUNCIL MEMBERSHIP

Curtis Aller
Board of Trustees
Peralta Community College District

Edith Austin
Director of Community Relations
East Bay Skills Center

H. Pat Balen
Board of Trustees
Peralta Community College District

Richard Brown
District II Administrator
Bay Area Region
Employment Development Department

Williams H. Burks
West Coast Director
AFL-CIO HRDI

Sam Caponio
Business Representative
Painters Union Local 127

Olive Carpiso

Susan Couden
Training Director
The Clorox Corporation

Jack Doan
Treasurer
Firefighters Union Local 55

Blair Egli
Vice President and Manager
Oakland Main Office
Bank of America NT and SA

Richard Halliday

Peter Hess
Vice President
The Flecto Company

Lawrence U. Hudson
Plant Manager
Gerber Products Company

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Teacher/Consultant
City Center Development
Corporation

Ruth Jackson
Acting Executive Director
New Oakland Committee

Carlos Jaramillo
United Public Employees Local 390

Gerald K. Leo
Associate Director
Agency Service Department
United Way of the Bay Area

Ruth B. Love
Superintendent
Oakland Unified School District

William Morrish
President
First American Title Guaranty
Company

Constance Ormond
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World Airways, Inc.

Peg Rogers
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Oakland CETA Employment Development
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Robert A. D. Schwartz
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United Plastics Corporation

George P. Scotlan
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University of California

Max R. Tadlock (Council President)
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Peralta Community College District

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Carpenters Union Local 36

David Tucker, Jr.
President, Board of Trustees
Oakland Unified School District

William Ward
Business Representative
Building Trades Council of
Alameda County

Lionel J. Wilson
Major
City of Oakland

PEORIA-PEKIN AREA, ILLINOIS
TRI-COUNTY INDUSTRY-EDUCATION-LABOR COUNCIL

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Tri-County Industry-
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Chairperson

James E. Lambert
Director, Manpower Development
Greater Peoria Contractors
and Suppliers Association
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Peoria, Illinois 61606
(309) 676-5710

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The tri-county area is a 1,814 square mile industrial and agricultural area in central Illinois. In 1976 an estimated 356,200 persons lived in the tri-country area of Peoria (population: 203,400), Tazewell (124,700), and Woodford (28,100) counties. The Council's service area may be expanded next year when the education service regions of Woodford, Marshall, and Putnam Counties to the north are consolidated.

Urban concentrations in the tri-country area are Peoria City (population 127,000), Pekin (33,500), and East Peoria (21,800) in Tazewell County. The non-white population is 4%. Blacks, most of whom live in Peoria City, constitute 8% of the population in Peoria County but less than 0.1% in Tazewell and Woodford Counties. Spanish-surnamed individuals account for less than 1% of the population in all the counties.

Economic Base and Outlook

The economy of the Peoria area is based on large, prosperous industries and agriculture. Estimated average family income in 1976 was about $16,000. The unemployment rate as of September 1978 was 4.9%. Most families with incomes below the poverty level reside in the city of Peoria. Highly educated specialists including researchers, managers, educators, businesspeople, and service personnel, as well as rural-oriented agro-industrial managers and independent farmers reside in the area. A large number of recently migrated white southerners with only basic educational preparation

have become involved in assemblyline work. Nearly half of the labor force is unionized, and consequently, organized labor plays an important role in the economic life of the community. Labor unions are of three types: industrial production, crafts, and service.

Major Employers

The single most important employer in the area is the Caterpillar Tractor Company which employed over 32,000 workers at the end of 1976. Keystone Steel and Wire Company with 2,900 on the payroll is the second largest employer in the area, and St. Francis Hospital with 2,300 employees is the third. Peoria is the site of the world's largest sawmill, the largest bourbon distillery, the largest mail order company, and is the home of 383 manufacturing facilities that produce over 1,000 different products.

Education Institutions

There are 154 elementary schools and 29 secondary schools serving about 81,000 students. Private schools are predominantly Catholic. Postsecondary institutions are Bradley University, Peoria School of Medicine, Methodist Hospital School of Nursing, St. Francis Hospital School of Nursing, Midstate College of Commerce, and Illinois Central Community College. ICC also offers extension courses for Illinois State, Sangamon State, Illinois, and Western Illinois Universities.

COUNCIL CHARACTERISTICS

Development

The Council was organized in the summer of 1973 through the leadership of the Central Illinois Industrial Association, the West Central Building and Construction Trades Council, and Illinois Central College, a state-supported community college serving the tri-county area. The first president of the Council was a past chancellor of Bradley University in Peoria and later a vice-president of Commercial National Bank in Peoria. The executive director of the Council was, for many years, the industrial relations counsel for Hiram Walker and Sons, Inc. in Peoria, where he has been active in affairs.

The Council was incorporated in December 1973; a seventeen-member Board of Directors was elected in May 1974. With initial funding from the Illinois Office of Education as a research and development activity under the Vocational Education Act of 1963, the Council was operational in the

summer of 1974. Since selection as a member of the national Work-Education Consortium in 1977, the Council has strengthened its labor, professional, and education representation. Labor representation is particularly strong from the building and construction trade unions.

Organizational and Leadership Structure

The Council now has a thirty-member Board and a paid staff consisting of an executive director, a coordinator, a Career Spectrum specialist (school coordinator), and a secretary. The elected officers are president, three vice presidents, secretary, and treasurer.

Goals and Objectives

The Council is maintaining and further developing the level of educational services it initiated during the past four years. These services include a Career Guidance Institute for teachers and counselors of secondary schools with three hours graduation credit issued by Illinois State University; an annual career information day for students of the twenty-nine secondary schools in the tri-county area; cosponsorship of apprenticeship forums with the Construction Employers Committee; coordination of requests from schools for resource speakers and site visits to area workplaces; and other established Council services.

During the first four years of its existence, the Council has provided and coordinated information services for teachers, counselors, and administrators in the tri-country area school systems. The Council's policy has been to offer opportunities for school system involvement rather than to attempt to force curriculum change. This low-visibility direct-services approach is necessary to overcome institutional resistance created by extremely fragmented political and educational jurisdictions in the tri-county area.

Current Activities

Career Spectrum is a computer-assisted career information program designed to provide assistance in career decision-making by relating individual needs to employment opportunities. One form of assistance has been a counselor-facilitated career exploration in which the student's aptitudes, interests, values, and needs are explored through various tests and inventories. This evaluation can be conducted on an individual basis or in small groups. The Career Spectrum program provides accurate and up-to-date career information.

The Council's development of the Career Spectrum Program was accomplished with the support of Illinois Central College, Tazewell Manpower and

Training Agency (CETA), the Peoria CETA Consortium, and the Illinois Office of Education. The two CETA prime sponsors and the Illinois Office of Education funded installation of the six computerized subsystems and development and installation of an additional "Local Job Occupational" subsystem. To obtain the needed information, the two prime sponsors supplied the names of agencies in their respective communities for Council staff personnel to contact. A combined effort of the Council staff and personnel from Illinois Central College was necessary to make the extensive personal contacts needed to install and implement the program.

The Council also coordinates and cosponsors a Career Guidance Institute program each year for in-service training of school staff. Other ongoing activities include organizing an annual Career Information Day for tri-county youth, publication of a Teacher's Guide to Community Resources (now in its fourth edition), and workshops for teachers on career guidance issues.

Accomplishments, Contributions, and Impact

After four years of operation, including recent participation in the Work-Education Consortium, the Tri-County Industry-Education-Labor Council has provided a variety of services which were not available prior to the Council's existence. It has

- provided tri-country area students access to career information and exploration;
- provided area school personnel access to curriculum materials, guidance and counseling information, and in-service training experiences;
- introduced innovative educational techniques to the region in order to meet contemporary needs;
- removed some of the barriers to cross-jurisdiction cooperation among educational programs in the tri-county area;
- created interest across school district boundaries in a regional career information and job placement system for youth;
- initiated discussions that have brought educators, employers, organized labor, and other citizens into contact with each other and with some of the major issues affecting youth in the tri-county area; and
- collaborated with Illinois Central College in designing and implementing the Career Spectrum program.

The Council's principal success has been its ability to gain the confidence of school counselors, teachers, administrators, employers, and union members throughout the area by providing reliable coordination and useful services. The Council's credibility and its access to area schools has made it a coordination point for employer-based organizations (such as the National Alliance of Business, the Greater Peoria Contractors and Suppliers Association, and the Peoria County Bar Association) which seek communications with school administrators, teachers, and personnel. The Council's annual Career Information Day, organized by a committee of teachers, counselors, and administrators representative of the tri-county area, attracts approximately 5,500 students to the ICC campus each fall plus more than 200 community resource people.

Local Linkages and Supporting Institutions

Strong relationships have been developed through Council members, ad hoc committees, and staff personnel with labor leaders, industrial firms, and educators.

The Illinois Office of Education, through its Department of Adult, Vocational, Technical Education (DAVTE), was the original Council funding source, and has, from the beginning, urged the Council to establish strong ties with the immediate community. The Council's establishment of a community clearinghouse for career/vocational education-related resources grew from this initial support. The Council staff continues to expand its contacts with educators, businesses, labor, professionals, and government.

The Council has represented the Illinois Office of Education/DAVTE at workshops and seminars at the National Center for Research in Vocational Education, Ohio State University. The Council works with the director of the Illinois Career Guidance Center, Region 18, a ten-county area, in developing and improving career guidance services to some sixty secondary schools, public and nonpublic.

PEORIA-PEKIN AREA, ILLINOIS

COUNCIL MEMBERSHIP

Roy Berg
Hotel and Restaurant Employees and Bartenders Local 327

Allen Broughton
Central Illinois Chapter NECA

James Cadagin (Council Vice President)
Area Vocational Center
Pekin Community High School

Chester W. Dugger
Peoria Public Schools

Wes Durand
Caterpillar Tractor Company

Richard Erickson
Institute of Physical Medicine and Rehabilitation

Helen Evans
Bradley University

Teresa Paul Farraher, C.S.J.
Academy of Our Lady/Spalding Institute

Walter Goetz
Metamora Woodworking Company

Alva Hall
Constructive Action Committee Recruiting Service

Louis W. Hesse (Council Secretary)
Central Illinois Industrial Association

John Hlavach
Educational Service Region
Peoria County

James Lambert (Council President)
Greater Peoria Contractors and Suppliers Association

Dale C. McNary, Sr.
Boilermakers Local 158

L. Eugene Merrill
Caterpillar Tractor Company

Dale Moore
Educational Service Region
Woodford County

Bruno Piccioli (Council Vice President)
Retired - Retail Clerks-Union Local 536

Joseph Pula
Pula Animal Hospital

F. H. Reuling
First National Bank

Mrs. Michael D. Riddle
Community Volunteer

Trev Salzer
Peoria-Tazewell Illinois Labor Council AFL-CIO

Wayne L. Sampson (Council Treasurer)
Illinois Central College

H. A. Schermerhorn

Richard Schertz, Sr.
Plasterers and Cement Masons Local Union 12

Mary Ann Schmitz, S.M.P.
St. Patrick School

Gene Slevin (Council Vice President)
Slevin Container Corporation

Jack Teal
Illinois Central College

Anthony Vignali
Commercial National Bank

Sallie Whelan
The Peoria Journal Star

Thomas J. Wojtas
Educational Service Region
Tazewell County

PHILADELPHIA, PENNSYLVANIA
EDUCATION TO WORK COUNCIL OF PHILADELPHIA (EWCP)

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Chairperson

Robert Robinson
Executive Vice President
Negro Trade Union
Leadership Council
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Philadelphia, Pennsylvania 19132

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Philadelphia, the fourth largest city in the United States, is located on the southeastern edge of Pennsylvania. The 1976 population was approximately 1,928,000. Cohesion in ethnic neighborhoods is high. As of July 1976, the black population was 63.3%.

Economic Base and Outlook

The city's economic base, although very diverse, is declining. The largest industrial employers are apparel manufacturers and food processors. Many large financial, insurance, and pharmaceutical companies are headquartered in Philadelphia. Regional offices of the Departments of Labor and of Health, Education, and Welfare and a branch of the Federal Reserve Board are located in the city. Unemployment, reaching 8.2% in October 1976, is high compared to the national average.

In an effort to retain industry and attract new employers, the Philadelphia Industrial Development Corporation (PIDC) was formed. This organization is now administering a demonstration grant as part of the ten-city Community Economic Development Demonstration Program jointly sponsored by the U.S. Departments of Housing and Urban Development, Labor, and Commerce.

The AFL-CIO Council and Human Resources Development Institute (HRDI) are influential forces in Philadelphia. Almost 40% of the urban work force are members of national unions. Major labor unions in Philadelphia include the Amalgamated Clothing Workers, Carpenters, United Steelworkers, IUE, and Philadelphia Federation of Teachers. The Negro Trade Union Leadership Council provides an apprenticeship training program for youth.

Major Employers

The largest corporations in terms of sales include Scott Paper Company, Rohm & Haas, Crown Cork & Seal Company, Inc., Penwalt Corporation, and Smith Kline Corporation.

Education Institutions

The majority of white students in grades K-12 attend parochial or private schools. Dropout rates in public schools are high, reaching 50% at the sophomore level and dropping to 19% in the senior year. The public school system operates six technical high schools which are shared with the parochial system.

There are eighty-four postsecondary institutions in the Philadelphia area, including seven medical schools. The University of Pennsylvania and Temple University are the largest institutions.

COUNCIL CHARACTERISTICS

Development

The Education to Work Council of Philadelphia (EWCP) grew out of a project undertaken by the Advisory Council on Career Education (ACCE) of the School District of Philadelphia. Initial funding was obtained through the U.S. Department of Labor's contract with the National Manpower Institute to develop a national Work-Education Consortium.

With the support of the Superintendent of Philadelphia's Schools, two representatives from the Division of Career Education worked closely with ACCE leadership in launching the effort. The Committee in charge of the Council's development was first headed by a representative of the Carpenter's Union Apprentice Program and later by the president of the Philadelphia Offset Printing School. The Council's executive director, on special assignment from General Electric Company, began work May 1, 1977. During its first year, the Council was a subcommittee of ACCE.

President Carter's Youth Employment and Demonstration Projects Act brought new challenges to Philadelphia, and the Council worked closely with the Area Manpower Planning Council to meet these opportunities. Other organizations that collaborated in these efforts included the public and parochial school systems, the Youth Services Coordinating Office of the city, labor organizations, business groups, and community agencies working directly with youth. The gains made through these joint efforts led to the formation of the Education to Work Council of Philadelphia as an independent organization in May 1978. The executive director of the Negro Trade Union Leadership Council has served as EWCP's first president.

Since May 1978 the Council has incorporated, approved by-laws, and attained IRS tax-exempt status.

Organizational Leadership Structure

The thirty-six member Board of Directors of EWCP is composed of individuals from the following community sectors: community-based organizations (7); labor organizations (7); business and industry (7); secondary and postsecondary educators (5); government agencies (4); and others (6).

The Board of Directors meets monthly; the Executive Committee meets regularly several times a year and is on call for other special purposes. The Executive Committee members (president, vice-president, secretary, and treasurer) are elected annually by the Board. EWCP governs through its Board of Directors as opposed to its Executive Committee.

Goals and Objectives

The goals the Council has set for 1979 are to:

- inform the community about school-to-work transition issues;
- assist youth work agencies to innovate programs to teach youth skills linked to employment opportunities;
- identify and address barriers to the successful transition between school and work in Philadelphia;
- survey funding resources for youth transition/employment programs and assist EWCP members in securing funding for such projects;
- develop and coordinate an information exchange, "Forum for Exemplary Programs in Career Education," for in-school youth programs operated by groups/agencies outside the school systems (private not-for-profit organizations); and
- improve GED processing and services in Philadelphia.

Current Activities

- EWCP's General Equivalency Degree (GED) Committee is developing standards for excellence among GED preparatory programs. Presently, candidates have no assurance that the program they select to prepare them for GED tests is a good one, and these candidates cannot afford to gamble on poor quality instruction.

The Committee is compiling data outlining the costs of set-up and operation for an ideal urban GED test site. The Committee also plans to work with the Department of Public Welfare to assist disadvantaged clients seeking GED certification by providing child care, transportation, and tuition fees.

• Program Reaching Options in Vocational Education (PROVE), funded by the Department of Labor's Women's Bureau, is sponsored by the YWCA of Philadelphia in conjunction with the School District of Philadelphia and the EWCP.

PROVE provides vocational training to 100 female high school students in "non-traditional" job clusters such as manufacturing and maintenance, power mechanics, construction, and communications. Students receive training in one of the four clusters at the A. Philip Randolph Skills Center or A. Alvin Swenson Skills Center.

Students, parents, teachers, and counselors are provided with services designed to foster positive attitudes toward non-traditional occupational roles including:

- career and supportive counseling to all participants;
- work experience in non-traditional occupations for each student;
- workshops and group support meetings for parents; and
- in-service training for vocational teachers and counselors.

• The Council is preparing An Employer's Guide to Youth Employment to help employers respond to the continuous pressure to hire young people and the continuing belief that "the jobs are in the private sector." The guide will be reviewed by employers before it is published. Coordination with the Private Industry Council in the development of the guide will be explored, since one of the goals of the PIC is to increase the number of jobs available in the private sector for young people.

• In cooperation with a local university, a series of Occupational Awareness Workshops is being developed with employers to inform educators of the skills required of young people to successfully enter various occupations. Workshops will be open to secondary counselors and teachers.

Accomplishments, Contributions, and Impact

• EWCP held its Annual Meeting Banquet in January 1979. Over 240 members of the Philadelphia community attended including students who are currently involved in area CETA programs. Speakers included officials from the U.S. Departments of Commerce, Labor, and Health, Education, and Welfare; the Superintendent of the Philadelphia School District; two student participants of EWCP-affiliated CETA programs; and others.

Prior to the dinner, EWCP's executive director invited students who are currently participating in the area's CETA programs to meet each other, to share their experiences, and learn about other programs they may become involved in.

• Under the leadership of an EWCP Board member who is executive director of the Greater Philadelphia Federation of Settlements, the General Equivalency Degree (GED) Committee gave key impetus to the opening of a third GED testing site (the second with Hispanic capabilities) in the Community College of Philadelphia.

• EWCP staff worked with the School District's Division of Career Education to sponsor a two-day Career Education Mini-Conference for delegates selected from across the nation by the U.S. Office of Career Education. An excellent representation of Philadelphia's leaders of pre-employment and career education programs took part in the July meeting.

• Participation in Youth Employment Subcommittee of the Prime Sponsor: Area Manpower Planning Council

  • EWCP staff and Board members have worked on screening and reviewing proposals for funding under the Youth Employment and Training Programs, and the Youth Community Conservation and Improvement Programs of CETA.

  • EWCP worked with CETA staff in preparing Tier I and Tier II proposals for Youth Incentive and Entitlement Program funds. Philadelphia received a Tier II grant. A task force convened by EWCP developed and discovered nearly 4,000 potential worksites.

• The EWCP has developed a monthly Task Force of CETA Program Operators. The goal is to help contractors improve their performance through problem solving and securing technical assistance.

Local Linkages and Supporting Institutions

Initial financial resources came from the U.S. Department of Labor and, locally, from Rohm and Haas Company and General Electric Company.

During the last year the support base (financial and in-kind) has broadened to include other local business contributions, local foundation support, CETA, membership dues, and the city's Youth Services Coordinating Office.

PHILADELPHIA, PENNSYLVANIA

COUNCIL MEMBERSHIP

Business/Industry (Employers)

Juditha Bullock
Sun Petroleum Products Company

Gale Matthews
President
M-A Enterprises, Inc.

Delbert S. Payne (Council Vice President)
Rohm and Haas Company

Eugene Pressler
Assistant Vice President
Continental Bank

Adele Rentschler
Vice President
Philadelphia National Bank

Joseph Watlington, Jr. (Council Treasurer)
Watlington & Cooper, Inc.

Harry D. Williams
Bell Telephone Company

Community Based Organizations

Lois Forrest
Executive Director
YWCA of Philadelphia

John S. McGowan
Archdiocese of Philadelphia
Project 70001

Bilal Qayyum
Philadelphia Council of Neighborhood Organizations

Edwin E. Scully
Philadelphia Urban Coalition

Robert O. Shannon
Philadelphia Urban League

William Shaw
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Philadelphia OIC

Leroy Snyder
Executive Director
Greater Philadelphia Federation of Settlements

Educational Organizations

M. Michael Freedland
President
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Albert I. Glassman (Council Secretary)
School District of Philadelphia

William C. Gutman
Career Development Center
Temple University

John L. McCloskey
Vice President, Public Affairs
La Salle College

Raymond A. Pietak
Provost
Community College of
Philadelphia

Governmental Agencies

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U.S. Department of Labor

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Youth Services Coordinating
Office

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Director of Planning
Area Manpower Planning Council

Labor Organizations

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District 1199C

Warren T. Corbin
United Auto Workers

Joseph Fisher
Knit Goods Workers' Union -
ILGWU

Linda Harris
Philadelphia Federation of
Teachers

Robert J. Robinson (Council
President)
Executive Director
Negro Trade Union Leadership
Council

Ben Stahl
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AFL-CIO Human Resource
Development Institute

Michael J. Trobich
International Association of
Ironworkers

Members at Large

Joseph Bradley
Council for Revitalization of
Employment and Industry in
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Maurice Fagan
Fellowship Commission

Louis F. Feldman
National Alliance of Business

Louis M. Maguire
Research for Better Schools

Andres Perez
Public/Private Ventures

William L. Rafsky
President
Center for Philadelphia
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PORTLAND, OREGON
GREATER PORTLAND WORK-EDUCATION COUNCIL (GPWEC)

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Portland is an industrial city and river port in northwestern Oregon on the Willamette River. Portland's population in 1975 was 375,200. The SMSA includes Multnomah, Clackamas, and Washington Counties in Oregon, and Clark County, Washington. The SMSA population in 1975 was 1,091,000. Portland is in Multnomah County. Minority population in 1975 was approximately 8% black, 1.5% Spanish-surnamed, 2% native American and Oriental, and 1% other.

Economic Base and Outlook

Portland is an urban city with a modest economic growth rate and an expanding economic base. Five industries dominate the manufacturing sector: metal working; food and kindred products; lumber, furniture, and timber products; electronics; and clothing. Industrial and population expansion in nearby areas has fostered the development of strong transportation and distribution/warehousing sectors. The employment profile of the SMSA shows 71% of total employment in the following sectors: manufacturing (20%); services (19%); retail trade (16%); and government (16%). In 1978, the unemployment rate for the total population was 6%; unemployment of youth 16 to 24 years old was 46.9%. Youth 16 to 24 accounted for one-fourth of the state's labor force in 1977, but close to one-half of the state's unemployed.

Major Employers

The top ten employers in Portland are Tektronix, Inc. (15,000); Crown Zellerbach (5,900); University of Oregon Hospital and Clinic (4,500); U.S. National Bank (3,710); First National Bank (3,650); Freight-liner Corporation (2,950); Portland General Electric (2,490); and Good Samaritan Hospital (2,400).

Organized labor strength in the Portland area is significant. The largest labor organizations is the Multnomah County Central Labor Council with 130 locals representing approximately 50,000 members. Portland is headquarters for statewide union organizations including the Oregon Building Trades Council, Industrial Union Council, and Machinists.

Education Institutions

The City of Portland operates the largest of the fifty-seven school districts in the SMSA which serve 188,000 youth. Portland's youth (approximately 56,000 aged 6 to 17) is served by eighty-seven elementary schools, thirteen comprehensive secondary schools, two vocational high schools and twenty-one special schools and programs. The major postsecondary institutions are Portland State University (17,000); Portland Community College (69,620); and Mt. Hood Community College in Gresham (19,870). In the neighboring communities of Tigard and Hillsboro, two highly developed experience-based career education programs have been operating for the past several years.

COUNCIL CHARACTERISTICS

Development

Establishment of the Greater Portland Work-Education Council (GPWEC) began in March 1977, with the identification and recruitment of twelve Portland area people who are recognized leaders in the work-education field. These people were convened to determine how to implement the collaborative work-education council concept in Portland. This planning group included leaders from education, business, government, labor, and community-based services organizations. The intial meetings were chaired by the director of the Education-Work Program of the Northwest Regional Education Laboratory.

The meetings resulted in identifying nine areas of work. From these the planning group selected agenda items and established a statement of purpose, charter, membership, and target populations of the GPWEC. During 1978, Council membership was expanded to eighteen.

Organizational and Leadership Structure

The Portland Council became a nonprofit corporation in September 1978. Staff consists of a full-time executive director and a part-time secretary. The Council serves as a policy-influencing body and is not directly involved in operating programs. Goals are accomplished through Council task forces that are coordinated by the executive director. Through these task forces, the Council is involved in career education, legislation, child labor laws, economic development planning, CETA, basic education, and other activities directly connected with youth transition.

The full Council meets once a month. Executive Committee meetings, scheduled twice monthly, are attended by the executive director, Council officers, and one member-at-large.

Council membership consists of eighteen leaders from education, labor, government, and business who have a direct involvement in education-work issues. In the past year, Council influence has increased with the addition of three new members: the director of the State Employment Division; the director of the City of Portland's Human Resources Bureau (the CETA prime sponsor), and member of the State Wage and Hour Commission; and a labor representative who is the chairperson of the State Wage and Hour Commission.

Goals and Objectives

The Council has four basic goals: to create a forum for the exchange of information and ideas; to develop effective work-education transition policies; to identify and remove barriers to successful transition; and to support existing efforts and stimulate the implementation of new efforts that will help youth make the transition between education and work more easily. The Council does not directly operate programs, but works to facilitate, expand, and support existing programs in the Portland area through influencing policy.

Community and statewide concerns which the GPWEC is planning to address are listed below:

- The Portland area needs a central information service on work/service opportunities for youth and a linkage system for providers. Currently, there is a minimum of information sharing among youth-serving organizations. This linkage would facilitate wider use of services available to youth.

- A current national priority is greater private sector involvement in federally-funded employment and training programs. Local CETA prime sponsors are incorporating this priority into future planning and have expressed a need for assistance from the private sector.

- Effective planning for career education and programs involving youth transition requires thorough review and recommendations on legislation locally and nationally. The Work-Education Council has been asked to make recommendations on legislation affecting youth in Oregon.

- The Council has received a request from the private sector, schools, and the Governor's Task Force on Juvenile Corrections for a study on work attitudes and how they affect careers. The results of this study will be incorporated into career, vocational education, and other youth programs.

Current Activities

- The Youth Services Task Force was given the responsibility of encouraging the closer involvement of business, labor, and industry with CETA. Task force members include a Vice President of Georgia Pacific Corporation and the Director of the City of Portland's Human Resources Bureau. The Task Force is currently working on the development of a Private Industry Council for the Portland area.

- A task force to develop a definition of "basic education" has produced a draft statement and will have a final paper for dissemination in the spring of 1979. This paper is planned for submission to local, state, and federal offices of education; school administrators; and career and vocational education counselors in an effort to affect policy decisions.

- The Council appointed a task force to review the City of Portland's Comprehensive Economic Development Strategy (CEDS) for its impact on youth. After studying the CEDS, the task force met with City Economic Development planning staff. As a result of the task force's input, the city staff will compile unemployment information in the Portland area. The task force is working with the city to ensure that area youth will benefit from the hundreds of new jobs that will become available under the CEDS.

- A Child Labor Laws Task Force, including Council members and representatives of major youth employers, the State Bureau of Labor, local business and labor, the State Wage and Hour Commission, and the State Career Administration, reviewed child labor laws and practices, with a special emphasis on the status of 14 and 15 year olds. The task force developed recommendations addressing the problems and issues identified.

These recommendations were disseminated to school superintendents, career education counselors, the State Bureau of Labor, the State Wage and Hour Commission, the U.S. Department of Labor, the National Manpower Institute, and other Work-Education Councils in the NMI Consortium. The National Child Labor Committee in New York has scheduled a number of meetings with the Portland Council's executive director, Council members, and major youth employers in Oregon to study the effects of child labor laws on youth employment. That study will be submitted to the U.S. Department of Labor when completed, and the U.S. Department of Labor is currently studying the Council's recommended changes in the child labor laws.

- Council members testified before the State Legislative Task Force on Career and Vocational Education. As a result the state's task force compiled a list of twenty-four major recommendations relating to career and vocational education programs in Oregon.

- A Council Legislative Review Task Force was assigned to study proposed legislation regarding work-education issues. Recently, this task force studied proposed Senate Bill 7 which would create a State Work-Education Council in Oregon. The task force has sent recommended amendments to the bill's sponsor and to the State Superintendent of Public Instruction. The Council is supporting the bill as amended and is in contact with the committee reviewing the bill.

- The Council sponsored a U.S. Office of Career Education Project with the Portland Public Schools, Institute for Public Affairs Research (IPAR) and the Northwest Regional Education Laboratory. Sixty-five teachers and support staff from three school districts were trained in the use of community resources.

Local Linkages and Supporting Institutions

In 1978, the only full-time staff person for the Council was the executive director. Thus, there is a heavy reliance upon commitment of Council members to provide in-kind support. In-kind support was received from:

- Northwest Regional Education Laboratory (NWREL) (support in writing grant proposals and other documents);

- Human Resources Development Institute (HRDI) (assistance in developing a grant proposal for the Oregon Manpower Commission);

- State Department of Career and Vocational Education (support for the development of task force recommendations on Child Labor Laws);

- State Employment Division (assistance with youth unemployment data); and

- local and state organizations (voluntary membership on task forces).

The executive director has been appointed to the Career Education Advisory Council for Portland Public Schools and has been asked to participate on a youth planning council for a local prime sponsor. Strong networking activities have occurred between the Portland Council and two local prime sponsors in developing Private Industry Councils (PICs), and the Multnomah, Washington CETA Consortium has invited the Council's executive director to be a participant on the PIC.

The Council is involved with the City of Portland's Metropolitan Youth Commission in developing a survey of opportunities for youth; City of Portland Office of Planning and Development in economic development; Portland Public Schools in career education policy; Portland Community College in basic education; and Portland State University in studies of local work-education issues. Local prime sponsor youth service staff, the Regional Girl Scout Council, and the City of Portland Metropolitan Youth Commission have donated services to the Council both formally (task forces) and informally (information development).

Communication has been established with U.S. Senators and Representatives from Oregon; information on Council activities reaches those offices regularly. The Council has received a high level of support from these individuals.

Planning Council activities has resulted in linkages with the Multnomah County Corrections Division, CETA prime sponsors, the State Superintendent of Public Instruction, Portland State University's School of Urban Studies, the City of Portland's Metropolitan Youth Commission, the State Bureau of Labor, and others.

PORTLAND, OREGON

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Associated General Contractors

Amo DeBernardis (Council Chairperson)
President
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Phil Bogue
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Arthur Anderson Company

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Corporation for Youth Enterprises

Sandy Kannenberg
Western Marketing Manager
Federal Training Contracts
Singer Corporation

Mike Lindberg
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Portland Public Schools

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SANTA BARBARA, CALIFORNIA
COMMUNITY CAREER DEVELOPMENT COUNCIL (CCDC)

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The city of Santa Barbara, with a population of over 70,000, is located 92 miles north of Los Angeles and 332 miles south of San Francisco. Neighboring areas include Goleta to the immediate north and the city of Carpinteria 12 miles to the south. The population of Santa Barbara County, which includes Santa Barbara, Goleta Valley, Lompoc, Santa Maria, and Carpinteria, is 290,300.

The city of Santa Barbara is approximately 73% white; 11% Spanish surname and Spanish speaking; 3% black; and 3% American Indian, Oriental, and other.

Economic Base and Outlook

The total estimated work force is 127,500. The three major sources of employment in the area are government, retail trade, and services. Other important sources of jobs are agriculture and related, manufacturing, and construction.

Unionization prevails in trucking and warehousing, construction, grocery stores, bars, and culinary trades. The area has had very few labor-management disputes.

Major raw material resources include oil, sand, and gravel. Only smokeless industry is permitted in the Santa Barbara area. There are 500 manufacturing plants in the community.

Major Employers

Some of the area's major employers include Applied Magnetics and Raytheon (manufacturers of technical equipment), the County Government, Santa Barbara Research Corporation and Delco Electronics (two research and development firms), and a local hospital.

Education Institutions

Area education institutions include thirty-five elementary schools; four junior high schools; five high schools; and eleven institutions of higher learning, including one junior college, two universities, one law school, one institute of photography, three seminaries, and three business colleges.

The Santa Barbara area has four general hospitals with a total bed capacity of 1,000. Recreational facilities include a Museum of Art History, Museum of Natural History, and the Music Academy of the West

COUNCIL CHARACTERISTICS

Development

The local National Alliance of Business (NAB) invited selected leaders of the business and education communities in Santa Barbara to participate on a community career council aimed at developing closer industry-education cooperation. The Community Career Development Council (CCDC) selected its first chairperson in 1977, and through NAB funding, hired a Business-Education Liaison (BEL) director. The BEL Director met with each Council member individually prior to the first scheduled meeting to explain the program in greater detail and ascertain areas of particular concern. These concerns were used as the basis for the first agenda. The Council's first year of operation was used to determine its role in the community and its goals and directions.

Goals and Objectives

Future projects CCDC plans to undertake include:

- identifying legislation impacting on youth, such as state Workman's Compensation for baby-sitters and yard workers, the Comprehensive Employment and Training Act's funds and youth title, and creating a State Board of Education for Vocational Education;

- identifying characteristics employers desire in potential employees;

- producing a career development inventory for the Santa Barbara area listing all entities providing occupational training and related services.

- establishing dialogues with youth to share concerns and to develop a process to effectively assist youth in their career development;

- establishing closer interaction between school counselors and members of the business community;

- establishing a community network with other Work-Education Consortium members to share ideas and assist in problem-solving;

- reviewing projects concerned with the school-to-work transition process presented to the Council for endorsement or support;

- facilitating broad community representation in the decision-making process; and

- reviewing basic competency requirements for high school graduation.

Current Activities

- A CCDC subcomittee of representatives from education and the community developed a comprehensive Community-wide Career Education Plan for kindergarten through graduate degree levels. This plan, in accord with the Career Education Model, includes basic assumptions, a general goal, major objectives, and implementation responsibility of schools and community/business. The Council met with the school board and administrators and obtained their support for the plan. Through the Santa Barbara County Schools, a teacher training program, School Resource Network, has been instituted to implement career education concepts discussed in the plan.

- The CCDC is currently participating in the Private Sector Involvement in Youth Employment Training Program. The program addresses the need for increased cooperation between the public and private sectors in providing realistic and meaningful counseling and work experience for youth. A consortium made up of the National Alliance of Business (NAB), Community Career Development Department, five high school districts, and the County Superintendent of Schools' office have become involved in the endeavor.

The program goals are to provide high school students with realistic career awareness and appreciation through first-hand exposure to employers and to facilitate greater career awareness. In conjunction with NAB, the Council has identified a cadre of business counselors to work directly with high school students.

- A Career Guidance Institute (CGI) is being planned with NAB and California Polytechnic State University as cosponsors. CCDC and the School Resource Network are active participants. The program goals of the CGI are to increase communication among representatives from the business, industry, and education sectors and the local community; to provide educators with information and skills needed to meet the career education needs of their students; to upgrade existing career education programs to provide students with the knowledge, skills, and attitudes needed to set realistic career

goals; to enable educators to couch all educational development, planning, and implementation within the concept of career education; and to establish a regular working relationship between local businesses and community educators.

The projected outcomes of the CGI are to infuse career education activities into daily curriculum and classroom lessons; the continuation of a sub-committee of business/industry and education representatives which would meet on a regular basis; to promote the use of business and industry speakers for classroom presentations; and to develop a speakers resource guide.

Accomplishments, Contributions, and Impact

- A Vocational Exploration Program, supported by the Council during the summer of 1978, provided youth from low income families an opportunity to expand their knowledge of the working world, explore the entry, technical, and professional levels within occupations; and receive payment for their work. CCDC support was lent through Council business participation and encouragement of other local business participation.

- Community-wide Career Fairs were held during Public Schools Week, April 24-28, 1978 to encourage career planning. Fairs were held at secondary and post-secondary campuses and in the community. Recruitment of business participants was centralized through the CCDC. Coordination with schools occurred through the Career Centers. A subcommittee was organized to assist in planning and implementation.

- A Career Guidance Leadership Institute (CGLI) was held on September 9, 1978 with the assistance of representatives from NAB. The purpose of the CGLI was to discuss implementation of career education: involvement in the Comprehensive Community-wide Career Education Plan for the Santa Barbara south coast area, the planning of the Career Guidance Institute, and use of local resources. Participants included CCDC members, business people, superintendents, curriculum directors, school board members from the tri-county schools, and chancellors and career personnel of the University of California at Santa Barbara and Santa Barbara City College.

- A Career Development Inventory for the Santa Barbara South Coast Area was compiled to bring together and describe in a comprehensive manner efforts being made to provide occupational or career guidance and training in the Santa Barbara area. The inventory lists the institutions that provide career guidance and/or occupational training.

The Council has moved from a newly formed group seeking an identity to a politically active group with a purpose. The group has established a collaborative process internally, and the collaborative process is expanding into the community, formally and informally, through service club contracts, official school and community meetings, and contacts by Council members. During the coming year, the Council will be increasing its links with state and national agencies and organizations. The willingness of education and business leaders to put a great deal of time and effort into Council activities demonstrates very clearly their concern for local youth, and the importance they attach to the collaborative process.

SANTA BARBARA, CALIFORNIA

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The Puget Sound region, located in the western half of the state of Washington, consists of five counties: King, Kitsap, Pierce, Thurston, and Snohomish, and comprises over 6,300 square miles fronting on 665 miles of salt-water shoreline. The five counties and their respective central cities of Seattle, Bremerton, Tacoma, Olympia, and Everett surround Puget Sound.

Puget Sound and the Olympic and Cascade mountain ranges, which form its basin, are significant forces in the social and economic lives of the 1,991,300 residents of the region. While the population of the region as a whole has increased by 52,613 since 1970, the central cities of Seattle and Everett have declined by 30,831 and 1,922 respectively.

The proportion of lower income families in the central cities has increased by 18% since 1970. While the central cities house 44% of the region's households, they contain over 55% of the region's lower income group.

Economic Base and Outlook

The Puget Sound region contains 54% of the population of Washington State, and employs over 56% of the state's labor force. Historically, the region's economy has been tied to its natural resource base. In the King, Pierce, and Snohomish Counties, agriculture remains a significant, though declining, source of income.

World War II had a dramatic effect on the region's economy, as the area became a specialized industrial base for the manufacture of aircraft and ships. After the war, shipbuilding decreased sharply, but the region's economy continued to be dominated by the manufacture of aerospace products. In the late 1960s and early 1970s there was the largest in a series of boom and then bust cycles in the aerospace industry. Between late 1968 and mid-1971, the area suffered what was probably the sharpest and most rapid rise in unemployment of any major city in the nation since the depression of the 1930s, jumping from a pre-1968 level of 2.9% to over 15% by mid-1971. Because aerospace-related employment made up such a large portion of the region's total manufacturing employment (up to 67% in King County), the cutbacks in aerospace jobs had serious consequences for the entire region.

The five central cities in the region are the foci of urban activity. Major industrial, port, office, and retail centers are located within their boundaries. Moreover, recreational, cultural, and educational facilities are located in these centers and provide benefits to a growing metropolitan region. The paradox is that the urban centers are called upon to provide increasing services to a growing region while their population is declining or remaining stagnant, housing stock is slowly deteriorating, and the tax base is declining due to private sector disinvestment.

Approximately 51,000 people in Seattle live below the poverty level. About 16,000 of them are between the ages of 16 and 24. Of that number 25% are minority youth. The employment outlook for a large number of these young adults is not good. According to the Washington State Employment Security Office, the unemployment rate for white youth in Seattle between the ages of 16 and 21 is 19.9% (three times the unemployment rate of the general population). For minority youth the same age the unemployment rate is 36.1%. These figures do not include the many young workers who have become so discouraged that they have discontinued their search for work. The Seattle Urban League estimates the actual rate of minority youth unemployment at 50%.

Organized labor strength in the Puget Sound region is significant. Washington State ranks first in the U.S. in the proportion of its work force represented by organized labor unions; estimates put the Puget Sound rate at 70%. Largest among these are the Machinists International Union Local 1751 (14,000) and the Retail Clerks Union. The major labor councils are the Washington State Labor Council/AFL-CIO and the Joint Council of Teamsters.

The King-Snohomish Manpower Consortium estimates that about 55,000 King and Snohomish County residents are disadvantaged and could benefit from employment and training programs. The disadvantaged include those unemployed 30 days or more, part-time workers seeking full-time work, and the working poor. Almost 13,000, or over 23% are youth 16 to 21, and over 7,000 or over 13% are minorities.

By 1995, the Puget Sound region is expected to add 670,000 people, 300,000 households, and 350,000 new jobs. This is equal to the present combined populations of Seattle and Tacoma.

Major Employers

The top ten of the estimated 45,000 employers in the Puget Sound region are: Boeing (approximately 65,000); tourism (45,000); port activity (40,000); University of Washington (17,000); public sector employers (federal, state, local, public schools, and military); Sears, Roebuck, and Co.; PACCAR; Weyerhaeuser; Seattle-First National Bank; and Safeway. Lumber, wood, and paper product industries employed over 20,000 workers in 1973. The export of these products served as the foundation for the development of major deep water ports and rail centers.

Education Institutions

An estimated twenty-five school districts, thirteen state community colleges, five vocational/technical institutes, six institutions of higher education, six state apprenticeship and training offices, thirteen state Job Service Centers, and over sixty community-based organizations provide education, employment, and training services in the Puget Sound region.

COUNCIL CHARACTERISTICS

Population Served

The Puget Sound Work-Education Council initially served Seattle only, and has since expanded to include the Olympia and Tacoma regions.

Development

In 1974 a group of community leaders was assembled by William S. Leckenby to discuss regional employment and economic issues. Concerned over making existing programs more effective and realizing the private sector contributed only minimally towards these efforts, the group sought ways in which the private sector could participate. Formalized into the Leckenby Committee, this group became an avenue for community members to identify areas of concern. A conference was organized in the fall of 1975 to bring employment and economic specialists together to consider these problems. The conference concluded that

time, effort, and money needed to be committed to link the vital resources of the Greater Seattle community to solve the problems of unemployment in the Northwest. Out of this need to find a collaborative approach to economic policies which would enhance and support job creation in the private sector, Private Sector Initiatives (PSI) was formed.

PSI is a forum for the discussion of work-related issues and the role of the private sector. PSI focuses on improving the quality of working life and productivity and has established a collaborative network among business, labor, government, church, and education, thus fostering a sense of interdependence among different segments of the community.

In an organizing phase since December 1976, the first meeting of the Seattle Work-Education Council (SWEC) occurred in July 1977. In December 1976, Private Sector Initiatives, the private, nonprofit corporation sponsoring the SWEC, had adopted youth employment and improved education-work relationships as their primary focus of activity. PSI emphasis between December 1976 and June 1977, was on (1) communicating the concept and need for the SWEC, and (2) holding meetings and discussion sessions in the community involving government, industry, education, youth agencies, and religious group representatives to develop personal contacts and interest/commitment information. The organizing meeting in July 1977 was the culmination of the formative phase.

In 1978, the Council membership was expanded to include leaders from the Tacoma and Olympia areas, and the Council's name was changed to the Puget Sound Work-Education Council (PSWEC).

Organizational and Leadership Structure

The PSWEC Board of Directors, through its Executive Committee, sets the policy, direction, and goals for the Council. The Council staff, consisting of the executive director, staff assistant, administrative assistant, and office assistant, is assigned to assist the Council Board in carrying out its policies and direction. The primary emphasis, however, is a voluntary commitment rather than relying on a large paid staff.

Goals and Objectives

The purpose of the Puget Sound Work-Education Council is to develop the means to assist youth in their transition from education to work and thereby reduce the severe unemployment problem for youth in the Puget Sound region.

In addition, the Council has expanded its role to include women, displaced workers, the aged, and the handicapped in its programs. PSI, with PSWEC, has recently developed a "Center on Work and Productivity." This Center was created due to the Council's expanding interest in education-work productivity relationships and relates to a broad range of issues the Puget Sound Work-Education Council has been dealing with since 1977.

Current Activities

- Youth

  - As a result of strong collaboration between the private and public sectors, three Youth Job Centers have been established in Seattle, Tacoma, and Olympia to place youth in private sector jobs.

- Research

  - The Council is involved in the first phase of a study, "Barriers to Small Business," in conjunction with the Battelle Institute. The study is assessing the high cost of government regulation which often imposes a disproportionate financial burden on small business and in turn discourages capital investment and reduces job opportunities. By clearly defining the problem, the intention is to take corrective action to minimize the impact of regulation on small business.

  - The Center on Work and Productivity will focus on the development of better linkages between institutions of work and education as a means of improving the quality of working life and productivity. Research will provide a base from which to formulate future employment-related policies for the work force and the work place.

- Employment Projects

  - PSI and the State Department of Social and Health Services developed a program to place handicapped people in unsubsidized private sector employment. The project aim is two-fold: allowing use of the full potential of handicapped persons and reducing welfare expenditures.

  - PSI, with the Church Council of Greater Seattle, is sponsoring four Church-Community Employment Projects. By using the resources of the religious community, the project aims to place unemployed people in private sector employment.

  - The Corporate Task Force on Employment, a group represented by top personnel executives of major corporations and PSI, endeavors to develop more effective ways to meet growing demands for trained, motivated workers in the private sector, and in turn reduce dependency on government employment.

Accomplishments, Contributions, and Impact

- Job Skills Development Workshops

In 1978 the Puget Sound Work-Education Council sponsored four workshops involving four school districts, twelve community-based organizations, three CETA prime sponsors, three major labor councils, 280 youth, aged 16-19, and 80 high school counselors. The workshops were of two types: those directed at providing youth with the skills and information necessary to find and maintain a job; and workshops directed at improving the knowledge of counselors and others assisting youth concerning job opportunities and requirements in the private sector. The goals of the Jobs Skills Development Workshops were to provide youth with the knowledge and opportunity to:

- develop and enhance their employment potential through a series of experiential learning sessions;
- develop individual job skills inventories;
- make job contacts;
- build on present skills; and
- learn how to grow on the job and advance.

- Career Guidance Institutes

The Council cosponsored a Career Guidance Institute with the Tacoma Metro National Alliance of Business and Tacoma Community College involving business, labor, and education. Approximately 200 representatives from education, business, labor, government, and youth participated from April 12 through May 10, 1978 at Tacoma Community College. The goals of the Career Guidance Institute were to:

- provide a forum where the problems and potentials of educators, employers, and students could be explored;
- involve the private sector in the development of new youth initiatives and policies;
- assist school districts of the Puget Sound region in the development and implementation of realistic, appropriate strategies for preparing youth for entry into the work environment;
- bring educators and business leaders together so they could interact in each other's environments;
- create a business setting in which an educator could gain understanding of the free enterprise economy; and
- increase awareness in educators of a company's day-to-day operations: the skills, training, and educational levels required for a variety of jobs; the personnel and promotional opportunities including salary ranges and fringe benefits; and how the schools can play a more supportive role in preparing young people for work.

Local Linkages and Supporting Institutions

Organizations which are important work-education actors in the community and have been involved with the Council are:

Amigos de las Americas
Battelle Institute (HARC)
Center for Community Development
Church Council of Greater Seattle
Closeup Foundation
Ecumenical Metropolitan Ministries
Exploring
Girls Clubs of Puget Sound
Highline School District
International Printing and Graphic Communications Union
King County Central Labor Council
King-Snohomish Manpower Consortium
Medina Foundation
Mt. Baker Youth Service Bureau
Olympia Chamber of Commerce
Olympia School District
Operational Emergency Center
Pierce County Central Labor Council
Private Sector Initiacives
Program for Local Service
RSVP
Seattle Chamber of Commerce
Seattle Community Colleges
Seattle OIC
Seattle Office of Women's Rights
Seattle Public Schools
Seattle Rotary Club
Seattle Rotary Youth Job Center
Seattle University
Seattle Urban League
SEA-VAC
Tacoma Metro NAB
Tacoma School District
Tacoma Youth Job Center
Thurston County United Way
United Indians of All Tribes
United Way of King County
University of Washington
Washington Occupational Information Service (WOIS)
Washington State Employment Security Department
YMCA-YWCA
Youth Unlimited

SEATTLE, WASHINGTON

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Harold Fray, Jr.
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City of Seattle

William Nickinovich (Council Co-Chairperson)
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National Alliance of Business

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Lowry Wyatt (Council Co-Chairperson)
Vice President
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Ben A. Yormark
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SIOUX FALLS AREA EDUCATION-WORK COUNCIL

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COMMUNITY CHARACTERISTICS

Location, Size, and Demography

The Lower Big Sioux River Basin covers eighteen rural counties with a total population of approximately 300,000 people, 85,000 of whom live in the city of Sioux Falls.

There is a small minority population in the Lower Big Sioux River Basin of approximately 600 people, most of whom reside in Sioux Falls; about 95% are native Americans and about 5% are black and Mexican American.

Economic Base and Outlook

The Sioux Falls area has a growing economy based in agribusiness, supplemented with expanding industrial and service sectors. In the past few years, the trend of outmigration from the area has generally reversed, although many small rural communities in the area still experience a disintegrating economic base. The city of Sioux Falls, however, experienced a significant increase in population last year and it is one of the fastest growing cities in the United States.

Area unemployment at approximately 5.4% remains low compared to the national average. It is estimated that approximately 65% of the youth attending high schools in the area are employed part-time. Due to the expanding industrial sector and a steadily growing economy, there is an increased need for skilled employment in the area. Although union organizations exist in the area, union activity is not influential in the community at this time.

Major Employers

The major industries are agriculture, agribusiness (including food processing and machinery manufacturing), and electronics. The John Morrell meat processing plant is the largest employer in the city of Sioux Falls. Four hospitals employ several thousand workers. Two large shopping malls have opened at the southwest edge of the city, and a third mall in that area is planned to open next year.

Education Institutions

The public education system of the area, outside of the city of Sioux Falls, is characterized by consolidated rural schools which continue to experience pressure from rural outmigration, although some of them have also experienced a stabilizing population trend. Most of the rural consolidated schools have chosen college preparatory curriculum programs rather than vocational education programs.

In the city of Sioux Falls, there are four public junior high schools, two public high schools, and one relatively large private high school. There is one public postsecondary vocational education school in Sioux Falls proper which has an enrollment of approximately 800 full- and part-time students. Sioux Falls is also the site of Augustana College, Sioux Falls College, North American Baptist Seminary, and an extension of the National College of Business. Augustana College is a privately operated liberal arts and professional college with a student enrollment of approximately 2,200. The Baptist Seminary, Sioux Falls College, and Augustana College have joined together to form the North Central University Association. The president of that association is also the chairman of the Education-Work Council.

COUNCIL CHARACTERISTICS

Population Served

The Sioux Falls Area Education-Work Council serves the entire Lower Big Sioux River Basin.

Development

Since the Council was formally organized in June 1977, it has completed an assessment of local problems and resources. It has developed program and policy recommendations with implications stated for each recommendation, tested and completed a major shadowing program, reassessed its own structure and role as a Council, and has voted to incorporate. During this next year, the Council will be organized as a corporation with officers and defined structures, programs, and procedures. The Education-Work Council is currently expanding its program and policy formation efforts.

Organizational and Leadership Structure

The Education-Work Council currently consists of fifteen volunteer members from agriculture, labor, education, government, business, and industry. Council members donate their time both for dinner meetings and for all subsequent work they do in the community between meetings. The Council has maintained a cross-sectional representation from the region it serves.

It has recently voted to incorporate as an ancillary corporation of the Center for Community Organization and Area Development, Inc. (CENCOAD). CENCOAD, a private, nonprofit corporation affiliated with Augustana College, will continue to act as fiscal agent for the Council. A major leadership and support role is also played by the Community Education Center (COM/ED) which is operated jointly by Augustana College, Sioux Falls College, and North American Baptist Seminary.

Goals and Objectives

The general goals of the Council remain the same as they have been in the past: to help youth move smoothly from education to work, to continue operating through a collaborative process, to demonstrate that process to the area's private and public sectors, and to assist area organizations address issues through effective policy formation. The Council intends to generate initiatives that benefit and involve a wide cross-section of community members.

In keeping with these general goals, the Council will continue to refine and develop its internal organization, while simultaneously expanding its links and services in the community. An immediate focus of the Council is to better organize and implement the shadow work experience program which it has evaluated, and which has proven to be an extremely effective program.

Current Activities

A summary of the current work of the Council includes:

- a public awareness program aimed at creating greater visibility for the Work-Education Council in the community;
- assisting other school districts to establish the shadow work experience program;
- an analysis of local youth transition problems and the effects of current public policies on youth transition issues;
- developing a procedure to affect public policy formation in the future;
- continuing self-assessment;
- developing new initiatives and programs;
- expanding its linkages to include other organizations and people in this collaborative process, including state and federal agencies;

- establishing a cross-sectional representation on the Council;
- providing technical assistance for the development of new rural initiatives; and
- cooperating with Abt Associates in the evaluation of the national Work-Education Consortium.

In addition, the Council is preparing a study to obtain feedback from the community to assess the effectiveness of the Council and its programs.

Accomplishments, Contributions, and Impact

During the past year, the Council has collaborated in developing a rural charter with NMI and other rural councils which describes some of the issues and aspects of rural and small community life that had not previously been adequately addressed. It suggests several action initiatives councils can take and the Sioux Falls Area Education-Work Council uses that charter as a resource.

The Council has developed a professional slide-tape show entitled "Why Work?" which incorporates the issues and experiences from the shadow work experience program and addresses current issues that pertain to the education-work sphere.

Local Linkages and Supporting Institutions

The Council has received cooperation and support from all sectors of the community. It has established linkages with the National Alliance of Business (NAB), with the Job Service of South Dakota, and with the Centerville School District, as well as with other organizations in this area of the state. The Council, NAB, Job Services of South Dakota, Sioux Falls Chamber of Commerce, and three area school systems are collaborating to implement future shadowing work experience programs.

The Council is also supported by in-kind services from other people and organizations in the community that have assisted the Council in conducting surveys, assessments, and other programs.

SIOUX FALLS, SOUTH DAKOTA

COUNCIL MEMBERSHIP

Richard Bowen
Commissioner
South Dakota Board of Regents

John Brehmer
Customer Service Division
Northwestern Bell Telephone

Virgil Brugger
Superintendent of Schools
Centerville

James Ellenbecker
Chief Planner
South Dakota Department of Labor

Ben Engbrecht
Director
Job Service of South Dakota

Owen Halleen
President
Sioux Falls College

Tom Kilian
Director
Community Education Center (COM/ED)

Mary Meiema
Personnel Director
Sunshine Food Markets

Norine Oppold
Counselor
Job Service of South Dakota

Pat Rudolph
Tax Consultant and Homemaker

Libby Shreves
Real Estate Agent
Hegg Realty

Fred Stephens
Principal
Lincoln High School

Beverly Stormo
Business Manager
Waverly School District

James Ward
Assistant Administrator
McKennan Hospital

Ed Wood
Director
Vocational Education
Sioux Falls Schools

ST. ALBANS, VERMONT
OF NORTHWESTERN VERMONT, INC. (CEWC)
COMMUNITY EDUCATION-WORK COUNCIL

Staff

David Anglin
Director
Community Education-Work Council
of Northwestern Vermont, Inc.
48 Lower Newton Street
St. Albans, Vermont 05478
(802) 524-6501

Chairperson

Robert M. Gillis
Franklin-Lamoille Bank
8 North Main Street
St. Albans, Vermont 05478
(802) 524-5951

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Franklin and Grand Isle Counties are located in the northwest corner of Vermont, bordered on the west by Lake Champlain, the north by Quebec, Canada, the east by mountains, and the south by Chittenden County (Vermont's most populated county). Franklin County covers 660 square miles and has a population of about 33,000. Grand Isle covers an area of 83 square miles and has just over 4,000 residents.

The city of St. Albans, the largest in Franklin County, has a population of 8,082 (with St. Albans Town having a population of 3,270). The five other major population centers are Swanton with 4,622; Richford with 2,116; Highgate with 1,936; Enosburg with 1,918; and Georgia with 1,711.

In Franklin County 38% of the population is under eighteen years of age. Minorities represent less than 1% of the area's population.

Economic Base and Outlook

Franklin County has a total workforce of about 14,500, with 2,250, or 16% of this total, employed in manufacturing firms. About 14% of the workforce commutes to Chittenden County where salaries are higher and job opportunities better.

About 61% of the land in Franklin County, and 58% of the land in Grand Isle County is used for agriculture. Franklin County is known as the dairy county of the state.

In 1978, the Vermont Department of Employment Security conducted a wage and fringe benefit survey of the St. Albans area labor market. Forty-eight firms were surveyed, representing 2,694 employees; the average minimum wage was found to be $2.55 with the average maximum wage at $3.81.

Although the St. Albans area has consistently ranked first or second in unemployment in the state, this trend is beginning to change. In the

near future, three new firms (two expanding from Quebec) will begin hiring; additional industrial parks are being planned.

Major Employers

Numerous dairy farms and maple sugar houses are located in the region. There are fifty maunfacturing firms in Franklin County. Two of these firms have a combined workforce of approximately 1,050 workers; four others combined employ more than 500; these six firms together employ 62% of the manufacturing workforce. General Electric and IBM plants, located in Chittenden County, employ over 9,000 people.

Education Institutions

There are twenty-four public elementary and secondary schools in Franklin and Grand Isle Counties. Missisquoi Valley Union High School in Swanton provides business and agriculture programs, and Enosburg has recently voted funds to build a vocational center. Bellows Free Academy in St. Albans houses the Area Vocational Center, Franklin County's only postsecondary institution. Johnson State College, a four-year liberal arts institution is located in neighboring Lamoille County.

COUNCIL CHARACTERISTICS

Population Served

The activities of the Community Education-Work Council of Northwestern Vermont have focused to date primarily on Franklin and Grand Isle counties.

Development

The Community Education-Work Council was orginally formed in early 1977 through a contract between the American Association of Community and Junior Colleges and the Community College of Vermont. In an effort to develop its autonomy, the Council incorporated in April 1978, and left the umbrella of the Community College of Vermont soon thereafter. The Board of Directors, numbering three at that time, has since expanded to seven. This group consists of two vocational directors, one lawyer, one bank vice-president, one industrial firm employee, one vocational instructor, and one CETA field supervisor.

Organizational and Leadership Structure

The Board of Directors initiates most Council activities and sets Council policy. A strong committee structure has emerged through which a number of other Council members have assumed leadership positions. Council committees presently include the following:

- Technical College Research Committee;
- Committee to Coordinate Training;

- Vocational Center Advisory Committee; and
- Career Education Committee

Goals and Objectives

In broad terms, the Council seeks to improve the educational and employment opportunities of Franklin and Grand Isle residents. More specifically, the Council works toward this goal by providing opportunities in which members from the private sector, training and educational institutions, government agencies, and social services can work together. In short, the Council seeks to encourage and improve collaboration in the community as a method of solving the problems of unemployment, underemployment, and job dissatisfaction. Specific goals of the CEWC are:

- to enhance the area's economic development efforts;
- to improve and increase academic (especially vocational/technical training) opportunities for area residents;
- to improve the correlation between the training/education that occurs and the labor needs of new and existing businesses;
- to provide a neutral forum in which educators, business people, government employees, and other community residents can meet to discuss common problems and ways to alleviate those problems;
- to increase the community-wide flow of information relating to economic development, training, education, and employment;
- to identify and assess the factors that contribute to unemployment and underemployment in the area;
- to assist Franklin and Grand Isle County residents in making career choices; and
- to assist educational institutions, social and government agencies, and private industries in recognizing and better using their own resources as well as those available to them in the community.

Current Activities

The CEWC is currently involved in only one project providing direct services. The Council serves as project director for the National Alliance of Business's Career Guidance Institute. Other Council activities are better defined as processes whereby coordination, facilitation, information exchange, and program development are emphasized.

- The CEWC together with the Target Area Development Corporation recently received approval of funding for the Career Guidance Institute (CGI). The

goals of the CGI will be to increase communication between educators and business people, and to provide the educators with the needed skills to assist students in making valid career choices. The CGI will also provide business people with the opportunity to assist in the design and content of the area schools' curricula. The primary function of the CGI will be to provide area residents with appropriate training opportunities so that they might qualify and successfully compete for new and existing jobs.

A committee of business people and educators has met frequently to plan the Institute from the first stages of proposal development. The Institute is scheduled for a week in mid-summer. During that week, participants will visit area businesses and will "shadow" selected employees. Before and after the week's activities, and for several hours each afternoon, the participants will meet as a group with a "trainer" who will assist in the development of new and creative curricula which draw from the days' work experiences. Besides recertification credit, graduate credit will be available (at no cost) to the participants. Johnson State College will be involved not only by offering this credit, but also by assisting in facilitating the first group session, in which the educators and business people will first meet, to plan the goals and objectives of the Institute.

- The Committee to Coordinate Training was established to ensure that local residents are given the education and training opportunities needed to compete for jobs created by the area's new economic development efforts. This committee is formally a collaborative effort among the State Office of Economic Development, the Target Development Corporation, and the CEWC.

When a new industry seeks to locate in the area or an existing industry looks to expand, the three committee sponsors first make a detailed analysis of the business's labor needs, and then host a meeting of the potential providers of training. These include (but are not limited to) administrators of Economic Development, CETA, Employment Security, Vocational Education, Apprenticeship and Training, and WIN programs. The aims are to avoid having each of these groups individually approach private industry, and the development of a well thought-out training "package" which creatively uses a combination of existing training resources.

- The Council continues to act as an advisory body to the Bellows Free Academy Vocational Center. Recently, various Council members reviewed the Center's FY '80 plan and responded with a written statement. A more formal system of meetings is being developed so that the Council can actually assist in the development of the Center's plan.

- The Council has developed and sponsored a survey documenting the area's youth aspiration levels, needs, and awareness of available services. The survey is currently being administered in area schools.

- The Council has been sponsoring information forums (to date these include forums on the Skills Training Improvement Program, Vocational Education, and CETA) which act as vehicles for information exchange and relationship building.

Local Linkages and Supporting Institutions

The Franklin-Lamoille Bank provides the time of a bank officer who co-signs all Council checks and assists in maintaining the Council financial records. Various Council members have provided the secretarial support which has been necessary to augment the limited secretarial time available to the Council. The Owl Club lends the use of its facility for Council meetings and other Council functions.

Through the planning of the CGI, substantial in-kind support has been committed. A variety of industries and businesses will provide week-long shadowing experiences for twenty-five educators. In addition, space for the Institute, secretarial support, and use of phones have been offered by private businesses. Johnson State College has donated considerable time arranging graduate credit for the Institute, and the Director of the Office of Continuing Studies will donate his time to facilitate the first meeting of the participants in the Institute. To date, three professionals have committed their time to participate in the classroom component of the CGI.

The city of St. Albans pays all phone costs of two Council-sponsored VISTA volunteers. Presently, the State Association of Youth Service Bureaus also contributes to their support.

The following is a list of groups participating in Council affairs:

Area High Schools and Vocational Centers
CETA
Private industries and businesses
United Way
Chamber of Commerce
Department of Employment Security and Vermont Job Service
State Office of Economic Development
Target Area Development Corporation
Youth Service Office
Franklin-Grand Isle Regional Planning and Development Commission
Economic Development Council of Northern Vermont
St. Albans Recreation Committee
Community College of Vermont
Franklin County Extension Service
Champlain Valley Community Action Council
P.T.A. Swanton Schools
Johnson State College
Franklin-Grand Isle Mental Health
National Alliance of Business, Vermont Metro Office
Apprenticeship and Training
4-H

ST. ALBANS, VERMONT

COUNCIL MEMBERSHIP

Joe Amaral
Council Youth Representative
Juvenile Justice and Delinquency
Prevention Advisory Group

Ron Anderson
Director of Guidance
Missisquoi Valley Union High
School

Leon Babbie
Principal
Missisquoi Valley Union
High School

John Barker
St. Albans Town Central School

Kate Bennett
Youth Service Worker

Robert Bliss
Business Person

Bob Bordeau
Leader Evaporator

Steve Bourgeois
Vice President
Chittenden Trust Company

Richard Brown
Principal
Bellows Free Academy, Fairfax

Doug Buckley
Superior Steatite

Al Corey
Co-op Coordinator
Bellows Free Academy, St. Albans

David Corey
Assistant Superintendent of Schools

Mara Coven
Director
Champlain Valley Community
Action Council

Helen Curran
Artist

Mildred Demars
Peer Counselor

Sidney Dewey
St. Albans City Supervisory Union

Joseph Dimarinis
Fonda Container, Standard Packaging
Corporation

Al Dubois
P.T.A., Swanton Schools

George DuPrat
Director
Department of Employment and
Security, St. Albans

Lou Dworshak
State Office of Economic Development

Jack Eldridge
Guidance, Missisquoi Valley
Union High School

Betty Ellis
Merchants Bank

Pat Elmer
Champlain Valley Work and Training

Forest Farnum
Superintendent
Franklin Northeast Supervisory
Union

James Fisher
Union Carbide, Battery Products

James Fitzgerald
Central Vermont Railway

Shannon Friel
Employment Service Division
Department of Employment Security

Robert Gillis
(Council Chairperson)
Executive Vice President
Franklin-Lamoille Bank

Philip Gimli-Mead
Newspaper Editor

Russ Greene
Director
Franklin-Grand Isle Regional
Planning and Development
Commission

Dick Hamilton
Target Area Action Program,
Economic Development

Herman Harnois
Swanton Elementary Central School

Harold Hebert
Franklin-Lamoille Bank

Ray Henderson
Chairman
Math Department, Missisquoi
Valley Union High School

Pixley Hill
Community College of Vermont

Frank Horan
Franklin-Lamoille Bank

Katharine Hutchinson
Director of Guidance
Bellows Free Academy, Fairfax

Patricia Indoe
Vermont Job Service

John King
Chittenden Trust Bank

Craig Kneeland
Bellows Free Academy Electronics
Vocational Education

Peter Kriesel
RMD Pedigree, U.S.A. Ski Wear

Al Kwiatek
Jonergin

Philip Larsen
Central Vermont Railway

Norman Leduc
Vermont Precision Tools, Tool
Grinding-Industrial

Ann Levy
Community Member

Meritt Lovelette
Fonda Container Standard
Packaging Corporation

Angelo Massa
Principal
Bellows Free Academy, St. Albans

Don McFeeters
County Extension Agent

Charles Meade
Fonda Container Standard
Packaging Corporation

Ed Menkens
Director
Vocational Guidance, Bellows
Free Academy, St. Albans

Jim Messiers
Chairman
Vocational Agriculture, Missisquoi
Valley Union High School

Harold Mitchell
English Teacher

Harry Moulton
Director of Guidance
Bellows Free Academy, St. Albans

Carrol Murray
Director
Vocational Center, Enosburg

Anna Neville
District Director
Social Services Division, Department
of Social Welfare

Chris Page
Director
Economic Development Council of
Northern Vermont

Bill Perkins
Guidance of Bellows Free
Academy, St. Albans

Al Persico
Vocational Director
Bellows Free Academy, St. Albans

Art Renaud
Employment Service Division
Department of Employment Security

John Robb
Superintendent
Franklin Northwest Supervisory Union

Anita Seymour
Director
Chamber of Commerce

May Shearer
Leader Evaporator

Charles Souza
Sargeant
U.S. Air Force

Marcel St. Ange
Champion Cable Chain

Brian Susslin
RMD Pedigree U.S.A. Ski Wear

Bob Tatro
Field Supervisor
Champlain Valley Work and Training

Edward Tyler
Tyler and Bruce Attorneys

Rod Vallee
R.L. Vallee, Oil Company

Jack Welch
Central Vermont Railway

Peggy Williams
NW Site Director
Community College of Vermont

Lynn Wood
George S. Wood, Tires
Member
State Board of Education

WAYNE COUNTY, MICHIGAN
WORK-EDUCATION COUNCIL OF SOUTHEASTERN MICHIGAN (WECSM)

Director

Robert Jenks
Executive Director
Work-Education Council of
Southeastern Michigan
164 Main Street
Plymouth, Michigan 48188
(313) 421-3841

Chairperson

Robert Forbes
Assistant to the President
Metro Detroit AFL-CIO
2310 Cass Avenue
Detroit, Michigan 48201

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Wayne County is located in the Southeastern portion of Michigan's lower peninsula. The county includes Detroit, several suburban cities and many smaller towns. CETA prime sponsors in the county are the cities of Detroit, Livonia, Dearborn, and the county government (serving the balance of county).

The primary service areas of the Work-Education Council of Southeastern Michigan comprises six communities in western Wayne County with a total population of 305,000: Canton Township (40,000 residents), Westland (87,000), Northville (5,400), Plymouth (20,400), Livonia (116,000), and Inkster (36,000). Whites represents almost 92% of the population of these six communities; blacks represent 7.5%; all other minorities combined total less than 1% of the population. For specific activities the Council has served a wider, secondary area including all of Wayne County outside of Detroit.

Economic Base and Outlook

The economic foundations of the area are industry, transportation, retail trade, and services. The automotive industry is a major contributor to the economy, this area being the home of the "big three" automakers. Other goods produced in the area include pharmaceutical products, machine tools, metal stampings, gauges, and grey iron foundry products.

The public sector has experienced strong growth with major increases in education, training, and social service programs.

The labor force in Wayne County (excluding Detroit) was 474,000 in fiscal year 1978, a 30% increase over the 1970 labor force. In 1978, approximately 75% of the labor force was older than twenty-four years: approximately 50% of the labor force was aged thirty-five to sixty-four; approximately 16% of the labor force was minority; 63% was male. The overall unemployment rate for Wayne County in 1978 was approximately 6.5%. The economy has been improving since 1975, and this trend is expected to continue. Although unemployment has declined greatly from the recessionary levels of 1974-75, the 1978 level still represents a 43% increase over the 1970 unemployment level. The current unemployment rate for youth aged 16-19 is approximately 14%.

Major Employers

Wayne County is the home of General Motors, Ford, and Chrysler. These companies are the largest employers in the region. In the Livonia area, General Motors (with four plants) and Ford (with two plants) employ a total of over 16,000 people. Other large employers in the Livonia area are Livonia Public Schools, Allied Foods, Krogers, and Sears and Roebuck. Most larger employers are unionized. Represented on the Council are officials of the Metropolitan Detroit AFL-CIO, the United Auto Workers, and Teamsters Unions.

COUNCIL CHARACTERISTICS

Population Served

The Council's main service area is western Wayne County, primarily the western suburbs of Detroit. The area includes the school districts and cities of Livonia, Plymouth, Canton, Wayne/Westland, Northville, Garden City, Cherry Hill, Redford Union, South Redford, and Inkster. The total service population of this area is over 300,000.

Specific activities and projects of the council have involved it in working with communities throughout the Detroit metropolitan area. Through workshops, speaking and consulting activities, and youth services development projects, the Council has reached a secondary service area with a population of over 1,100,000.

Development

The Work-Education Council of Southeastern Michigan (WECSM) (originally called the Livonia Area Industry/Education Council) was formed in 1974 by the Livonia Public Schools and the Livonia Chamber of Commerce in response to their mutual concerns that youth were not adequately prepared for the transition from school to work. Initially, the Council served as a forum where employers and educators shared their concerns and explored ways of working together. The Council became an independent, nonprofit corporation by March 1977 and hired an executive director in April 1977. At the same time, the Council broadened and strengthened its multi-sector representation and began initiating and brokering programs.

Organizational and Leadership Structure

The main policy-making body of the Council is a twenty-six member Board of Directors. The Board is composed of eight representatives from all levels of education, four from government, eleven from business/industry, and three from labor.

The officers of the Council--president, vice president, secretary-treasurer, and past president--plus the executive director constitute the Executive Committee. The Council has three standing committees; membership, finance, and community relations. The finance committee has formed two subcommittees, for public sector funding, and for private sector funding. The Board forms ad hoc committees when necessary in the areas of programs for the coming year, elections, expansion, and Board nominations. Council staff consists of an executive director, administrative assistant, and a secretary/program coordinator.

Presently, the Council has not established a formal membership structure. The executive and membership committees are established membership structures for both individuals and institutional memberships.

Goals and Objectives

The primary goal of WECSM is to bring together representatives from education, business, government, and labor to assist in developing and implementing programs that will help young adults in their transition from education to work. Overall objectives are to: 1) develop and support programs that will facilitate the transition from education to employment; 2) develop and coordinate community resources to maintain and improve career education programs for young adults; and 3) assist in the evaluation of career and vocational education programs in the community.

Current Activities

- Project Business, co-sponsored with Junior Achievement in Livonia Public Schools, is a program to instruct eighth and ninth graders on the workings and career options of the business community from the personal perspective of community business executives. WECSM has recruited business executives to participate in this program.

- WECSM, in conjunction with three area colleges and the Central Detroit Metropolitan Work-Education Council, has initiated and developed the College Consortium Model In-School Youth Program. The program is providing seventy-five unemployed, low income youth with the opportunity to gain academic credit for work experience, and to enroll in a related instructional program at the three colleges. WECSM administers the project and conducts the job placements. The Council developed the project concept and assisted staff from the colleges in preparing the successful proposal for federal funding as a national demonstration project under the Youth Employment and Demonstration Projects Act.

- WECSM is the brokering agent for General Electric's Educators-In-Industry Program which is designed to provide a means for postsecondary educators to experience the world of work so thay can build occupational awareness and economic understanding into their curricula. This program is administered by a nearby university.

- The Council is developing a Computerized Community-Based Clearinghouse that will list community resources available for experiential learning, inventory local programs concerned with meeting the transitional needs of youth and adults, and enhance existing job placement agencies by developing new sites and providing information.

- WECSM is providing technical assistance in the formation of a work-education council of Macomb County, Michigan.

- The Council publishes a bi-monthly newsletter containing information on career education, youth and adult unemployment, school-to-work transitions, and activities of the Council.

Accomplishments, Contributions, and Impact

The Council has conducted a variety of information collection activities such as assessing community needs, inventorying resources, and cataloging local programs related to the transition from school to work. Such activities are aimed at informing the community about problems youth experience in making the transition, and about the programs and resources that are available to assist in resolving these problems. WECSM has acted as a catalyst and broker in bringing people together to tackle mutual problems. The result is the development and enhancement of a variety of experiential learning programs such as on-the-job training, internships, work experience, career exploration, apprenticeships, and volunteer community service. The spectrum of community interests represented on the Council has generated numerous requests for the Council to assume an advisory, evaluative, consultative, or monitoring role for area programs and activities concerned with school-to-work transitions.

- Project ACTION is a service/learning program developed by the Livonia Public Schools and the Work-Education Council in which 2,300 student volunteers participate in community service projects which are a direct outgrowth of their classwork.

- Project CEBY (Collaborative Efforts to Benefit Youth) provides opportunities for high school students and teachers to explore the working environments and career opportunities in businesses, industries, professions, and government. The Work-Education Council established linkages for this project and assisted the Livonia Public Schools Career Education Director in securing initial project funding for staff and volunteer training.

- The Council brokered and coordinated the Automobile Dealers' Apprenticeship Program, a three-year work/study program combining full-time on-the-job training at a local auto dealer. Upon successful completion of this course, the participants receive an associate degree at the local community college.

- The Council assisted the Livonia Reading Academy in identifying and recruiting functionally illiterate people employed in local industry. The Academy provides a tuition-free service to people 16 or older with a reading ability below the sixth grade level. Council members sit on the Academy's advisory committee and were instrumental in arranging for in-plant literacy classes.

- The Council recruited business executives and high-level management personnel for Livonia's Career Internship Program. The program provides the opportunity for academically talented high school juniors and seniors to become special assistants to those executives and managers for one semester.

- A consortium of cities, school districts, and postsecondary institutions in western Wayne County was formed and headed by the Work-Education Council to make the Michigan Occupational Information System (MOIS) available to schools, employment service offices, libraries, and postsecondary institutions. MOIS is a network of computer terminals that provide career and educational information. Implementation funds are provided by area CETA prime sponsors, and program administration and training are provided by the Wayne County Intermediate School District for all of Wayne County.

- The Work-Education Council conducted an Employee Characteristics Survey in the Livonia area to collect data regarding what characteristics employers look for when hiring. The results of the survey have been used by employment agencies and skills centers and have been infused into school curricula.

- WECSM updated the Livonia Community Resource Guide for the Livonia Public Schools. The Guide is a compilation of businesses and industries that are interested in participating in experiential learning programs.

Local Linkages and Supporting Institutions

The Work-Education Council has established linkages with the major sectors and institutions at the local, county, regional, and state levels. The following is a list of organizations that have been involved in Council activities.

Business/Industry

Allen Electric Company
Awrey Bakery
Canton Chamber of Commerce
Ford Motor Company (four plants and world headquarters)
General Electric
General Motors
Livonia Chamber of Commerce
Masonry Institute of Michigan
Michigan National Bank
Westland Chamber of Commerce

Community-Based Organizations

Plymouth Growth Works
United Community Services

Education (K-12)

Clarenceville School District
Livonia Public School District
Northville School District
Plymouth/Canton School District
Wayne/Westland School District

Education (Postsecondary)

Eastern Michigan University
Highland Park Community College
Madonna College
Michigan State University
Schoolcraft Community College
University of Michigan - Ann Arbor
University of Michigan - Dearborn

Government

City of Canton
City of Livonia
City of Plymouth
City of Westland
Livonia CETA
Michigan Department of Education
Michigan Department of Labor
Michigan Employment Security Commission
Wayne County Advisory Planning Council
Wayne County Office of Manpower

Labor

AFL-CIO
Teamsters
United Auto Workers

WAYNE COUNTY, MICHIGAN

COUNCIL MEMBERSHIP

Dave Amerman
Director, Career Education
Livonia Public Schools

Stan Bien
City Librarian
Alfred Noble Library

Andrew Brodhun
President
Michigan National Bank

Jim Carli
Principal
Churchill High School

Frank Derry
Supervisor, Training and Suggestions
Fisher Body

Arlie Fairman
Coordinator, Vocational Education
Livonia Public Schools

Fernon Feenstra
Assistant Dean of Applied Sciences
Schoolcraft College

Robert Forbes (Council President)
Assistant to the President
Metro Detroit AFL-CIO

M. Francilene
President
Madonna College

Don Friedrichs
Director, Community Education Services
Livonia Public Schools

Norman Horowitz
Vice President and General Manager
Allen Electric Supply Company

Ron Hurta
Coordinator
Masonry Institute of Michigan, Inc.

Edward Koch
Deputy Director
Wayne County Office of Manpower

Don Leverenz
CEPD Coordinator
Wayne County Intermediate School District

Richard Maloian
Plant Superintendent
Cadillac Motor Division

Terry McCool
President
J. M. Data Services, Inc.

Don Nichols
A.E.P. Personnel Director
Awrey Bakery

Antonio Ortiz
Education Director
Region IE U.A.W.

Robert Osborne
Director
Department of Public Works, City of Livonia

Arthur Schmaltz
Vice President, Finance Treasurer
Brooks and Perkins

Leon Spence
Attorney
Brashear, Conley and Tangora

John Straebel
Industrial Relations Analysis
Ford Motor Company

Bill Tarnacki
Personnel and Organization Coordinator
Ford Motor Company

Joseph Tuna
Institute of Labor and Industrial Relations

George West
Branch Manager
Michigan Employment Security Commission

Robert Young
Director, Vocational Education
Clarenceville Board of Education

WHEELING, WEST VIRGINIA
EDUCATION-WORK COUNCIL OF THE UPPER OHIO VALLEY

Director

Don Calinger
Acting Director
Education-Work Council of the
Upper Ohio Valley
West Virginia Northern
Community College
College Square
Wheeling, West Virginia 26003
(304) 233-5900

Chairperson

Daniel B. Crowder
President
West Virginia Northern
Community College
College Square
Wheeling, West Virginia 26003

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Wheeling is located in the area commonly known as the Northern Panhandle which has a population of 195,943. This area includes the following five counties: Brooke (population: 29,936), Hancock (41,135), Marshall (37,888), Ohio (66,352), and Wetzel (20,632). Wheeling is located in Ohio County. Minorities constitute approximately 2% of the population of the Northern Panhandle; people under 18 years of age, 34%.

Economic Base and Outlook

Manufacturing industries are the primary source of jobs in the region, employing approximately 43% of the workers. The metal industry alone employs about 25% of the total, while manufacturers of durable goods are the second largest employers, followed by food producers and chemical plants. Other major employers include retail trade, mining, construction, and health-related firms. The number of employers in the region totals about 4,500.

The total annual employment in the Northern Panhandle is approximately 65,756. According to the Department of Employment Security, the unemployment rate for the five counties is currently 6.7%. Projections by regional planners indicate that overall employment will increase. Employment in mining and in the manufacturing sector is expected to increase.

Education Institutions

Each county in the Northern Panhandle has its own school system. Two parochial high schools are located within the region--Central Catholic High School in Wheeling, and Weirton Madonna in Weirton. In 1978, 2,558 students graduated from the five-county school system. Each school system offers comprehensive vocational-technical high school programs including pre-vocational programs for 9th and 10th grade students. Four of the five county school systems have recently built vocational school facilities equipped with the latest instructional equipment. The fifth, Hancock County, will soon be constructing a vocational-technical high school.

Postsecondary institutions include three four-year colleges (Wheeling College, West Liberty, and Bethany College) and West Virginia Northern Community College, a two-year college.

COUNCIL CHARACTERISTICS

Population Served

Ohio County was initially the focus of the Education-Work Council of the Upper Ohio Valley. However, the Council has expanded and now serves Belmont County in Ohio and Tyler County in West Virginia in addition to all five counties in the Panhandle. A subcouncil specifically serves Wetzel and Tyler Counties, and a second subcouncil is being organized in Hancock County.

Development

The Council was founded in April 1977 under the leadership of West Virginia Northern Community College and was incorporated as a nonprofit organization in January 1978.

Organizational and Leadership Structure

The twenty-eight Council Board members represent industry, labor, all levels of education, commerce, government, and service agencies. Each member serves on one of the following action-oriented committees under the general direction of the Council's executive director:

- Analysis of the Unemployed Project
- Manpower Needs Survey;
- Occupational Awareness Workshop for Educators;
- Community Bank of Volunteer Resource People;
- Publications and Public Information;
- Speakers Bureau; and
- Fund Raising.

Goals and Objectives

The purpose of the Council is to bring together representatives from education, business, industry, government, community service agencies, and labor to:

- help smooth the transition from education to work for area youth;
- identify and develop methods of overcoming barriers to this transition;
- develop projects related to youth transition issues;
- expand existing resources and activities that can have a positive impact on youth;
- establish a youth policy for the Upper Ohio Valley;
- improve employment preparation and skills training for youth;
- better match job seekers and job opportunities through increased relevant training and greater private sector support; and
- obtain funding to further the goals of the Council.

Current Activities

- The Council is completing a Manpower Needs Survey of Belmont, Ohio, and Marshall Counties. The results will provide school counselors and administrators with information that will help them in planning school curricula, will provide students with local job market information, and will indicate training and experience requirements of different occupations. The survey attempts to provide information on present and future occupational needs, as well as to provide prospective employers with information regarding skilled labor available in the area. The results of the survey will be made available to the cooperating educational institutions and businesses in the area. A similar survey is being conducted in Wetzel and Tyler Counties.

- The Council has published an Educator's Handbook of Volunteer Resource People and Audio-Visual Aid Directory. The handbook includes information on people from Ohio, Belmont, and Marshall Counties who are willing to share their career experiences with interested students, and on audio-visual materials available free to the schools. The Council initially set as its goal 200 volunteers to be included, but 150 firms and over 500 individuals have volunteered to participate in this program. The volunteers contribute at least one hour per week for five weeks to share career information with students in a work environment, at a school assembly, or in the classroom.

The handbook lists the name, address, and telephone number of the participating firms, the occupational cluster each represents, the resource people, and the contact person. Complete information on the volunteers will be coordinated in two clearinghouses in the public and private secondary schools which will schedule volunteer/student visits. The Director of Student Services of the Ohio County School System serves as the Central Clearinghouse Coordinator.

The handbook also includes a listing of audio-visual materials offered free by forty-seven area firms which provide information on local job opportunities. The handbook has been distributed to secondary and post-secondary education institutions and to public libraries located in Ohio and Marshall Counties. A project to develop a similar handbook for Wetzel-Tyler Counties is now being conducted by that subcouncil.

- Three concurrent Career Awareness Workshops for Educators are now being offered with an enrollment of thirty in each. The workshops strive to give educators insight into employer expectations, worker attitudes, working conditions, and occupational opportunities through a series of field studies and workshop sessions which cover eleven different occupational clusters. The 3-hour workshop sessions are held once a week for 15 weeks in the early evening. West Virginia University Graduate School of Guidance and Counseling grants three graduate-hour credits for successful completion of the workshop. Participants in the workshop pay the full tuition and attend on their own time.

Accomplishments, Contributions, and Impact

- With the cooperation of the Employment Security office and West Virginia Northern Community College, the Council has analyzed the applications of approximately 1,225 unemployed youth 16 to 22 years old. As a result over 350 youth were placed in meaningful jobs or training programs that will lead to permanent employment in the private sector.

- A Council task force has completed an Inventory of Early Work Experience Programs including distributive education, cooperative education, shadowing, internship, and work study. While conducting this inventory, members of the task force met with school officials to encourage expansion of such programs, and to inform the school officials of available state and federal grants and programs that could help facilitate such expansion. As a result of the Council's efforts, progress was made in expanding these programs at various educational institutions in the Upper Ohio Valley.

- As part of its Public Information Program, the Council has published a descriptive brochure and has distributed over 3,000 copies to civic, fraternal, veterans, education, social, and other community and state organizations. Council staff, along with members of the various committees, have frequently appeared on local radio and television programs, and Council activities have been featured in the three area newspapers. A "Special Report" is being issued periodically and distributed to a select group of 500 "thought leaders" representing education, business, labor, industry, and public agencies in the area.

- The Council has also published a Minimum Wage and Child Labor Law brochure covering West Virginia and federal laws and distributed copies to secondary schools and to approximately 2,000 employers in Ohio, Marshall, and Wetzel Counties.

- A cooperative agreement was signed by the director of the Governor's Employment and Training Office and the executive director of the Education-Work Council in September 1977, which provided for the Council to continue, for no fee, to assist the state in providing manpower services to youth in accordance with CETA legislation, particularly YEDPA.

- The Council has informed education institutions and employers of CETA-funded programs; acted as a broker in recruiting participants for CETA training programs provided by schools and employers; worked to interest local employers in providing occupational information to students; and served as a broker for a variety of programs.

- The Council has enlisted over thirty firms to support a Junior Achievement Program for approximately 100 high school students who were taught the economics of running a small business enterprise. The students were organized into five mini-companies and were responsible for the management, production, and marketing of products.

- The Council has worked closely with the State Bureau of Apprenticeship and Training Office of Charleston, West Virginia, the Wheeling Area Chamber of Commerce, and the Ohio Valley Construction Employers Council in conjunction with the expansion of apprenticeship programs into nonconstruction industry throughout the Northern Panhandle region.

Local Linkages and Supporting Institutions

Some examples of the wide support for, and participation in, Council activities among area institutions are listed below.

- Career Awareness Workshop:

  Blaw Knox Foundry & Mill Machinery, Inc.
  Boury Enterprises, Inc.
  Federal Agencies and Military Services
  First National Bank of Wheeling
  Ohio Valley Construction Employers Council
  Valley Camp Coal Company
  West Virginia University, Graduate School of Counseling and Guidance
  West Virginia Northern Community College
  Wheeling College
  Wheeling Electric Company
  Wheeling Hospital
  Wheeling Park Commission
  WTRF-TV & Radio

- Entry-Level Chemical Operators and Major Appliance Repair Training Programs:

  Allied Chemical Company
  General Electric Company
  H. E. Neumann Company
  Hoover Company
  Koppers Company
  Mobay Chemical
  Ohio Power Company
  Ohio Valley Medical Center
  Pittsburgh Plate Glass Company
  Reichart's Furniture Company
  West Virginia Northern Community College-Applied Technologies Division

- Entry-Level Welding and Machinist Training Programs:

  Airco Welding Products
  Blaw Knox Foundry & Mill Machinery, Inc.
  Eastern Plating, Inc.
  Johnson's Boiler Sales & Service
  Mazzella Welding & Fabrication, Inc.
  Mull Machine Company
  Ohio County School System-Vocational Division
  Standard Sand & Gravel Company
  Valley Welding Supply Company
  Wel-Met, Inc.
  Wheeling-Pittsburgh Steel Corporation

- Barber and Hair Dressing Training Program:

  Wheeling Barber College
  Your Father's Moustache

- Job Corps Project:

  AFL-CIO Appalachian Council-West Virginia Labor Federation AFL-CIO

- Other Supporting Institutions Include:

  Employment and Training Division, Governor's Office of Economic and Community Development
  West Virginia Department of Employment Security

WHEELING, WEST VIRGINIA

COUNCIL MEMBERSHIP

Fred Blair
Executive Director
Ohio Valley Medical Center

Thomas Cerra
Executive Director
Ohio Valley Construction Employers Council

James L. Chapman
President
West Liberty State College

Stephen Cook
Commissioner of Labor
State of West Virginia

Daniel B. Crowder (Council President)
President
West Virginia Northern Community College

Charles Currie, S. J.
President
Wheeling College

Clayton David
Coordinator-Training
West Virginia Northern Community College

P. Phillip Day
Executive Director
Greater Wheeling Area Chamber of Commerce

Summers Dean
Staff Representative
United Steelworkers of America

Donald Dick (Council Vice-President)
Executive Vice President
Wheeling Electric Company

Irvin Etter
General Manager of Personnel and Safety
Wheeling-Pittsburgh Steel Corporation

John Guzek
President
United Mine Workers, District 6

W. D. Hendershot
Area Manpower Coordinator
West Virginia Department of Employment Services

Herman Jefferson
Industrial Relations Manager
Valley Camp Coal Company

Robert Kucera
President
Ohio Valley Trades and Labor Council

Henry Marockie
Superintendent
Ohio County Schools

John Marx
President
Teamters Local #697

Samuel Nazzaro
Administrator
Wheeling Hospital

William A. Powell
Labor Studies Coordinator
West Virginia Northern Community College

Ed. L. Rowe
Plant Manager
Blaw Knox Foundry and Mill Machinery, Inc.

Dewey P. Satterfield
Executive Vice President
Downtown Wheeling Associates

Paul Tien
President
Belmont Technical College

J. W. George Wallace
Executive Director
United Way of the Upper Ohio Valley

James Weaver
Executive Director
Bel-O-Mar Regional Council

C. Robert Welshans
Senior Associate
Managing and Marketing Counselors

Michael Wenger
Chief
Community Development-
Office of the Governor

Anne Patricia Whalen
Coordinator
Catholic Diocese of Wheeling-Charleston

John 'Skip' Whorton
President
Marshall-Wetzel-Tyler Labor Council, AFL-CIO

WORCESTER, MASSACHUSETTS
WORCESTER AREA CAREER EDUCATION CONSORTIUM (WACEC)

Director

Robert J. Sakakeeny
Executive Director
Worcester Area Career
Education Consortium
350 Mechanics Tower
Worcester, Massachusetts 01608
(617) 753-2924

Chairperson

Richard J. Lane, President
Lane Employment Service
405 Main Street
Worcester, Massachusetts 01608
(617) 757-5678

COMMUNITY CHARACTERISTICS

Location, Size, and Demography

Worcester is located approximately 45 miles west of Boston. The SMSA population of approximately 378,000 is split evenly between the city of Worcester and the nine surrounding suburbs.

Sixty-one different and closely knit ethnic groups reside in the Worcester area. Black and Spanish-surnamed minorities represent only 5% of the city's total population, but close to 20% of the school population. The second largest "English as a Second Language" program in the Worcester schools is for recently arrived Greek students.

Economic Base and Outlook

Worcester's traditional industry and manufacturing base has now been equaled by the growing service companies. With the percentage of workers between the ages of 50 and 64 significantly higher in Worcester than the rest of the state, and a declining birth rate, a forecast shortage of workers in the late 1970s and early 1980s is now being felt, particularly in the highly skilled machine tool industry. Increasing numbers of women and teenagers entering the work force accounted for 85% of the recent growth in the local labor force.

The December 1978 SMSA unemployment rate was 4.5%, and--assuming continued economic growth--will continue to drop.

Major Employers

The largest industrial employers include the Norton Company, Wyman-Gordon Company, Cincinnati-Milicron, Sprague Electric Company, and Morgan Construction Company. The major nonmanufacturing employers include State Mutual Life, Paul Revere Life Insurance, and the three major utilities.

The recently opened University of Massachusetts Medical Center is the flagship of a continually expanding health system employer cluster. Government employment also is locally significant. The area's largest union is AFL-CIO Local 495, the Service Employees International Union, which represents the city workers.

Education Institutions

The Council currently serves the city of Worcester and six of the nine surrounding towns. These communities include five public school systems, an independent vocational school system, and a parochial school district. There also are ten postsecondary educational institutions (public and private) which work together administratively and academically through the Worcester Higher Education Consortium.

Worcester has one of the finest museums for a city its size, and a number of amateur and professional theater/music/art groups.

COUNCIL CHARACTERISTICS

Population Served

The Worcester Area Career Education Consortium (WACEC) currently serves the city of Worcester and six of the nine surrounding suburban towns.

Development

The concept of the Consortium was first developed in 1974. The Consortium had its first formal organizational meeting in the spring of 1975 and was incorporated in 1977 as a nonprofit tax-exempt corporation.

Organizational and Leadership Structure

The Board of Directors of the Consortium represents organizations and institutions from education, business, government, labor, and social service agencies. A nine-member Executive Committee, headed by the executive director conducts the Consortium's ongoing business for the full Board and provides direction to the staff.

Staff size varies according to project activities and funding and currently consists of an executive director, assistant director, two community resource specialists, and an administrative assistant.

Goals and Objectives

The Consortium has developed a series of objectives to be achieved by the end of 1981. These include:

- development and implementation of procedures to systematically expose area educational personnel to the nature of work to improve their effectiveness in working with students. The goal is to involve 100% of the target population by the end of 1981; and

- implementation of a Field Experience Education Policy to integrate work experience with education. The WACEC hopes to involve 60% of area secondary school students by 1981. Objectives are:

  - to promote an understanding of the world of work and the economic system, especially as reflected in the Worcester area;

  - to develop positive student attitudes about work, and positive business/industry/labor attitudes about students and high school graduates as workers; and

  - to further reduce barriers that impede the school-to-work transition.

- Development of career counseling and career information to assist youth in career decision-making, drawing upon community resources. A full implementation plan is to be readied and approved by 1981. The objective is to coordinate and improve existing services and work with appropriate institutions to fill unmet needs.

- Development of plans for coordinated job placement assistance and followup.

Current Activities

- Community Resource Clearinghouse

Since September 1977, the WACEC staff has worked with several school systems in the area to expand the number of students participating in some form of field experience education. The effort began by helping educators place students and teachers in companies and organizations willing to participate in the program. At the end of the academic year the effort had grown considerably and led to development of a Community Resource Clearinghouse.

During the summer of 1978, the staff worked with school administrators, guidance counselors, teachers, and employers to develop operating procedures for the Clearinghouse. Information about over 400 participating employers was placed on file and listed in a Resource Directory distributed to area educators. A special phone line was installed to handle requests. The Clearinghouse opened in September 1978.

Through the Clearinghouse all students' job and work experience placements, student "tours," teacher internships, and community classroom volunteers can be coordinated through a central facility. In addition, all information from employers about training needs, employer-developed courses and training programs, and requests

about educational programs can be coordinated through the Clearinghouse. Since September, school systems in six towns and several agencies and colleges have been using the Clearinghouse. Over 500 students and 80 teachers were placed in the community, and over 40 employers took part in in-school programs.

The Clearinghouse also provides a blanket insurance policy for the students involved, works with local and state agencies to develop uniform policy for career education programs, and provides a uniform method of evaluating the student's experience.

- Career Guidance Survey

The respondents in a 1977 survey of the graduating class of 1969 strongly indicated the need for career services for out-of-school youth. To determine how serious the lack of services was, the Consortium staff surveyed twenty-two agencies that provided career guidance and job preparation services to the public. The results indicated that only three agencies were, in fact, capable of providing these services. The survey became the basis for the formation of a task force to develop a plan for presentation to the appropriate groups.

- Project ROSS

The goal of this project is the development of a manual on Sex Role Stereotyping in Occupational Choice and to assist students and staff in expanding their career options by reducing their sex bias in choosing careers.

- Private Industry Councils

Changes in the CETA legislation have created increased opportunities for the private sector to become involved in all aspects of CETA. The Consortium is providing leadership in bringing together groups of business representatives to inform them of the prospects and involve them in development of a quality Private Industry Council under the new CETA Title VII program.

Accomplishments, Contributions, and Impact

- Survey of Career and Economic Education Programs

At the request of the Chief Executive Club and the Central Massachusetts Employers Association, the Consortium and the Center for Business Information conducted a survey of career and economic education programs in the area. The results were published in September 1978 and distributed to the business executives in each group. The report showed that there were very few such programs in existence, that the majority were CETA funded vocational training programs, and that the business community was contributing a relatively small amount of financial support to such programs.

• "The Bounded Resource: Employers' View of the Labor Market and Job Opportunities for Working Women in the Worcester Area"

Over 40% of the women in the Worcester area are working and their participation in the labor force is growing each month. Given WACEC's projection that a shortage of qualified workers will exist in the early 1980s, with spot shortages occuring now, the role of women in the work force will be increasingly important from a economic standpoint.

A survey that focused on women without college degrees indicated that women are paid less than their male counterparts, have limited opportunities for career advancement, and are generally not accorded the same off-the-job training opportunities as are males. It also showed that women, in general, tend not to have "career aspirations" and generally do not aggressively pursue career advancement. This report was widely distributed to area schools and businesses, and became the basis for a joint Consortium/Chamber of Commerce task force on employment planning.

• Career and Occupational Programs in the Worcester Public Schools

Each spring, when junior and senior high school students and their parents determine student educational plans for the year, they require information on the types of courses and programs available to them. Through conversations with school administrators and counselors, the Consortium determined that few parents and students are aware of the career and occupational education opportunities in the area.

The Consortium staff was able to identify twenty-five separate programs operating within the high schools and produced a one-page description of each. The resulting publication will be distributed by the school system to all parents in the spring of 1979 as part of a descriptive package.

Local Linkages and Supporting Institutions

WACEC's linkages to community institutions grow out of its diverse membership and from the relationships established through the Consortium's own projects and fact-finding activities. These relationships have expanded from an initial emphasis on business support for the Worcester Public Schools' Career Education Program to include employers and school systems in neighboring communities in the Worcester SMSA and to include a community-wide perspective on education-work transitions for young people and adults. Thus WACEC now works closely with public and private school administrators and staff, with CETA prime sponsor staff, with community-based youth organizations and employer groups, with post-secondary institutions and with various other city and state agencies. Each month, over 100 individuals from every sector of the community become involved in one Consortium activity or another.

WORCESTER, MASSACHUSETTS

COUNCIL MEMBERSHIP

Roy Baum
Jamesbury Corporation

George L. Bissonnette, A.A.
Assumption College

Richard Boulanger
Worcester Labor Council
Municipal Employees Union

Robert K. Butler (Council Executive Committee Co-Director)
Superintendent
Worcester Vocational Schools

John Cadwallader
Data General

Elaine Cencak
Executive Director
Center for Business Information

Arthur Chase
Chase Paper Company, Inc.

John Connor, Jr. (Council Executive Committee Co-Director)
Superintendent
Worcester Public Schools

Alfred J. Cotton, Jr.
Public Relations
Norton Company

Marjorie Cutting (Council Vice President)
Worcester Girls Club

Francis Driscoll
Superintendent
Oxford Public Schools

John Engelsted

David P. Forsberg, Jr.
City Councilor

Lawrence Fox
Worcester Consortium for Higher Education

Andrew Gonyea
Office of Human Services

David Grenon
H. L. Rocheleau Insurance Agency, Inc.

Catherine Hopkins (Council Vice President)
Worcester Public Schools

William Housh
Wright Line/Division of Barry Wright Corporation

Richard J. Lane (Council President)
Lane Employment Service

Philip Largesse
F & H Transportation Company

Stephen Levinson
Human Rights Commission

Charna Lewis
United Way

Malcolm MacLeod (Council Secretary/Treasurer)
Executive Director
Worcester Taxpayers Association

Edward Mattar III
Central New England College

Francis J. McGrath
Worcester City Manager

Shirley McLean
Regional Education Center

James Metcalf
The Memorial Hospital

David O'Toole
Manpower Planning Commission

William Papetti
Consolidated Beverage Teamsters Union

Charles Pentland
Parker Manufacturing Company

Arthur Pingalore
Cincinatti-Milacron/Heald Machine Division

Robert Powers
Stark, Johnson & Stinson

George Reuger
Worcester Diocese

William J. Short, Jr. (Council Executive Committee Co-Director)
Worcester Area Chamber of Commerce

Matthew Stepanski
President
Central Massachusetts Employers Association

Clark Sundin, Jr.
B. A. Sundin & Sons, Inc.

William J. Whipple
R. L. Whipple Company

THE NATIONAL MANPOWER INSTITUTE

The National Manpower Institute is a private, nonprofit institution that believes that full development and use of human potential requires the development of integrated education, manpower, and economic policies that will break down the time traps of youth for education, adulthood for work, and retirement for obsolescence.

NMI is currently involved in a number of policy, research, and demonstration projects concerned with transitions between school and work, adult education and training, women and work, and the special problems of older people. NMI supports its activities through grants, contracts, and contributions.

THE CENTER FOR EDUCATION AND WORK

The Center for Education and Work was established within the National Manpower Institute to emphasize the Institute's concern with education-work relationships. Center activities focus on ways to develop better linkages between institutions of work and education and to improve people's access to and movement between these institutions.

The Center staff works with representatives from business, labor, education, community-based organizations, and government, particularly at the local level, to develop policies and approaches to improve linkages between education and work institutions, to identify existing programs and projects, and to bring them to the attention of other concerned individuals and organizations. Additionally, the Center works with state and federal representatives with the aim of increasing their appreciation of the role community participants can and should play in implementing programs.